DEVELOPMENT OF AN INSTRUCTIONAL PACKAGE BASED ON STEPHEN COVEY'S SEVEN HABITS AND ITS EFFECT ON EMOTIONAL INTELLIGENCE, SELF LEADERSHIP, PROBLEM SOLVING AND ACADEMIC ACHIEVEMENT OF STUDENTS AT SECONDARY SCHOOL LEVEL

Research Synopsis Submitted for the Degree of

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CERTIFICATE

This is to certify that this thesis entitled **"Development of an Instructional Package Based on Stephen Covey's Seven Habits and its Effect on Emotional Intelligence, Self Leadership, Problem Solving and Academic Achievement of Students at Secondary School Level" s**ubmitted by **ShettySandhyaBhojraj**, through St. Ann's College of Education (Autonomous), Mangaluru, to Mangalore University, Karnataka, India, for the award of the Degree of Doctor of Philosophy in Education, is based on the results of research work carried out by her under my guidance and supervision.

I further certify that this thesis or any part thereof has not formed the basis for any diploma or degree or fellowship or other similar title and the thesis represents independent work on the part of the candidate.

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DECLARATION

I, hereby declare that the thesis entitled, **"Development of an Instructional Package Based on Stephen Covey's Seven Habits and its Effect on Emotional Intelligence, Self Leadership, Problem Solving and Academic Achievement of Students at Secondary School Level"** is a genuine research work carried out by me under the guidance and supervision of **DrFlosy C. R. D'Souza,** Research Guide and Associate professor, St. Ann's College of Education (Autonomous), Mangaluru. I further declare that the same has not previously formed the basis for award of any other diploma or degree or fellowship of this or any other University.

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1.0.0.0 Title of the Study

Development of an Instructional Package Based on Stephen Covey's Seven Habits and its Effect on Emotional Intelligence, Self-Leadership, Problem Solving and Academic Achievement of Students at Secondary School Level

2.0.0.0 Introduction

"You cannot change your future, but you can change your habits,

and surely your habits will change your future". (A.P.J Abdul Kalam)

The ultimate goal of education is to kindle the spark of pursuit of knowledge in the children, so that they develop competencies, skills and attitudes to make the world a better place. The 21st century skills have been spelt out to steer students towards meeting the demands of the changing workplace and society. The drive to transform education has propelled educationist as well as researchers to scratch beneath the surface of traditional education system and create the new frontiers in education. The school education has become crucible of research and innovation.The National Education Policy (2020) lays particular emphasis on the development of the creative potentials of each individual. It is based on the principle that education must develop not only cognitive capacities like both the foundational capacities of literacy and numeracy and higher order cognitive capacities, such as critical thinking and problem solving, but also social, ethical, and emotional capacities and dispositions. Today the emphasis has shifted from knowledge driven society to skill-based education system to equip the students to face the challenges of 21st century. These skills include learning skills, literary skills, and life skills. The schools are looking for in focus instructional package that encompassing all the aforementioned skills.

According to the FranklinCovey (2018) academic research report, the instructional rubrics based on the principles of Stephen Covey's Seven Habits called 'Leader in me' is trending currently across the global schools. After the successful implementation of 'The Leader in Me' (TLIM) programme in America, the schools across the globe have successfully adopted the same. The research on impact of TLIM has indicated improvement in students' academic performance, interpersonal skills, leadership, and reduction in the behavioral issues (Covey, 2008). In India a few schools have adopted the TLIM programme but the researcher could not trace any studies about its impact at school level. There are studies on separate instructional interventions to develop emotional intelligence, academic achievement and problem solving. So the researcher decided to develop a single instructional package based on Stephen Covey's Seven Habits to develop emotional intelligence, self leadership, problem solving and academic achievement.

3.0.0.0 Conceptual Framework

Introduction to Habits

Habits are the routine things that we do regularly some knowingly and some unknowing (Woods, 2002). The American journal of psychology defines habits as 'more or less fixed way of thinking, willing or feeling through previous repetition of a mental experience. Habits are deep seated ways of thinking, feeling or acting that gets solidified by repeated mental experience.

There are different types of habits like good habits and bad habits (Wood, 2019). The habits that support one's goals and wellbeing are good habits and the habits that do not support one's goal and are not beneficial for one's wellbeing are bad habits. Some habits are neutral as they are neither required to achieve goal nor they are bad. The literature suggests number of ways of classification of Habits:

- Three types of habits are Physical habits, Mental habits and Productive habits. Physical habits are related to posture, exercise sitting, nail biting and so on. Mental habits are related to values, thinking, logical/rational thinking, decision making etc. The productive habits help the person to achieve the desired outcome.
- Four types of habits are Physical habits, Mental habits, Emotional habits and Social habits (Olipage.com, 2019).
- There are three types of habits: Motor habits, Intellectual habits and habits of Character (Cairo, 2020). The habits of character defines one's character in terms of trusting/helping other, hardworking, honesty, loyalty, clean and tidiness etc, Some habits are conscious (known) while others are subconscious (hidden).
- There are of two types of habits: behavioural habits and dispositional habits (Costa, 2020) The behavioural habits are something done on daily basis without much thinking as they have reached automation like brushing teeth, eating, sitting and so on. Dispositional habits are the habits of mind that means individual thinks about something before going ahead or take some time to think before doing a task.

Habit is the formula that brain automatically follows on seeing a cue; the routine is repeated to get the reward (Clear, 2017). Habit is an automatic rigid pattern of behaviour in specific situation which is acquired by repetition and developed through associative learning, when action becomes paired repeatedly with context or an event (Dolan et al, 2000). The habit loop consists of a cue that triggers the action-actual behaviour and a reward (Clear, 2017). The behaviour may initially serve to attain a particular goal but once the action is automatic and habitual the goal loses its importance. The behaviour becomes habitual through consistent performance repeated on encounter with activation of learned context behaviour association. Habitual behaviour are self sustaining so are

proposed as means for long term maintenance of behaviour (Covey, 2000). The habit interventions should include advice on context dependent repetition (Knowledge), techniques (Skills) and motivation (Desire) (Covey, 1989). The habit based approach ensures that habit gets translated into behaviour change and ensures long term behaviour maintenance.

Historical perspective:

Habit construct has strong ties with classical learning theory. Habit formation is a learned response associated to the situation like learning of stimulus–response association that is strengthened with practice (law of exercise) and reinforcement (law of effect) (Robbins & Costa, 2017). The habitual behaviour is learned from experience that is triggered by external stimulus from the environment that causes response. This approach of habit formation where context, words, items or mental representation activates habitual behaviour is termed as bottom up approach as perception of one element generates the other, whereas top down approach focuses on the trigger where the stimulus is internal mental process like purpose, perception and concept (Neisser, 1967). The cognitive behaviour theory supports habit formation as deliberate cognitive performance. Cognitive learning is an active style of learning that helps to connect the new information to the existing information thereby deepening the memory and retention capacity. Social learning theory (Bandura, 1986) states behaviour is learned from experience and by observing and imitating others within a social context. The three models of observational learning are : Live model, demonstration of behavior by an individual; Iconic model is learning from a fictional character and Verbal Instructional model involves verbal description and explanation of the behavior. The meditational processes (mental and cognitive processes) are essential for learning. The four steps of meditational processes are 1. Attention, 2. Retention, 3.Motor reproduction and 4.Motivation(Bandura.1947).

The latest theory adopted to explain habit is social-cognitive behaviourist synthesis. (Gardner & Rebar, 2019). It includes behaviourist approach and Social cognitive theory. Bandura, (1986) proposed the concept of reciprocal determinism, which includes cognitive processes (thinking & learning) , behaviour and context all interact and influence with each other (figure 1.0) Thus it emphasizes both learning and cognition as source of behaviour change.

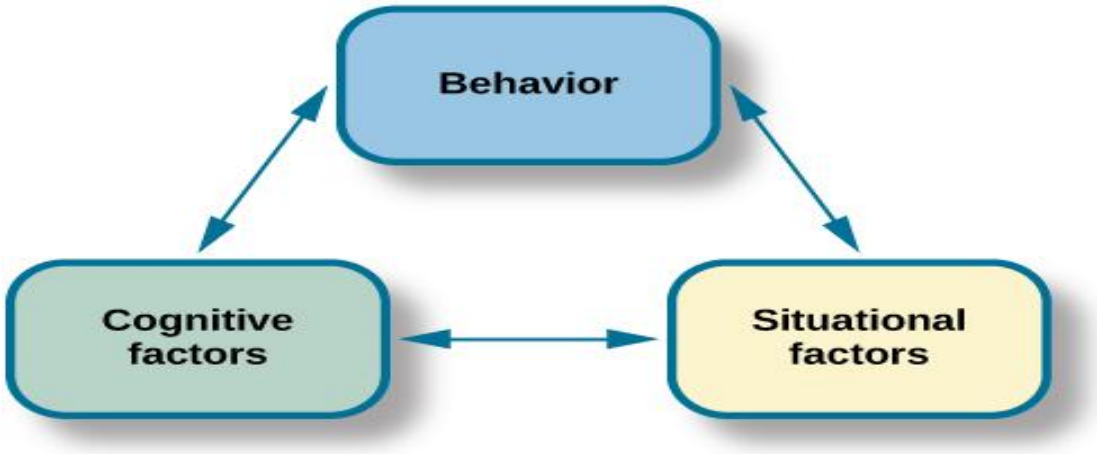


Figure 1.0 Reciprocal Determinism (Bandura, 1986)

In accordance to contemporary theory, habit is a specific action or behaviour tendency that is enacted with little conscious awareness or reflections in response to a specific set of associated conditions or contextual cues (Houwer, 2019). According to Gardner (2019) behaviours are partly driven by habits and are partly consciously regulated. Habits are linked with knowledge structures stored in associative memory.

Habit Formation and Behaviour Change Taxonomy (Michie et al.; 2013)

Habit formation is the process by which a behavior becomes progressively more automatic through repetition (Clear, 2001). Habit research has shown that behavior is likely to become habitual when it is frequently and consistently performed in the same context (Wood, 1993). The frequent co-occurrence of context and behavior forms an

association that guides the future behavior (Neal et al., 2012). The habit formation in groups increases the habit strength. The habit strength increases with increase in time, more the time stronger the habits. The time taken to form a habit varies from 18 days to half a year (Lally et al., 2010). This study has dispelled the myth of 21 day for habit formation, instead concluded 66 days as an average time required for a new behavior to become automatic. According to Woods (2013) the factors associated with habit formation are rewards, consistency, behavioral complexity, environmental clues, self control and perseverance. Habit formation has been researched as potential mechanism for behavior change maintenance.

New behaviour becomes automatic through the process of habit formation. Habit is formed when exposure to the cue sufficient to trigger the impulse to enact the associated behavior without conscious effort (Gardner, 2015). The three main components of habit formation are context cue, behavioural repetition and the reward. The context cue could be anything that associates with the habit. The behavior is the actual habit and the reward is positive feeling which continues the habit loop. The behavior change interventions followed by various researchers were complied by oxford research. A total of 93 intervention strategies were clustered within 16 intervention strategies as given in the Table 1.0

Table 1.0

Habit formation Interventions: BehaviourChange Taxonomy: 93 hierarchically-clustered techniques

1.1. **Goal setting (behavior)** 1.2. Problem solving 1.3. Goal setting (outcome) 1.4. Action planning 1.5. Review behavior goal(s) 1.6. Discrepancy between current behavior and goal 1.7. Review outcome goal(s) 1.8. Behavioral contract 1.9. Commitment	**6.1. Demonstration of the behavior** 6.2. Social comparison 6.3 Information about others approval	12**. Antecedents** 12.1. Restructuring the physical environment 12.2. Restructuring the social environment 12.3. Avoidance/reducing exposure to cues for the behavior 12.4. Distraction 12.5. Adding objects to the environment 12.6. Body changes
2. **Feedback and monitoring** 2.1. Monitoring of behavior by others without feedback 2.2. Feedback on behaviour 2.3. Self monitoring of behaviour 2.4. Self monitoring of outcome(s) of behavior 2.5. Monitoring of outcome(s) of behavior without feedback 2.6. Biofeedback 2.7. Feedback on outcome(s) of behavior	7**. Associations** 7.1. Prompts/cues 7.2. Cue signalling reward 7.3. Reduce prompts/cues 7.4. Remove access to the reward 7.5. Remove aversive stimulus 7.6. Satiation 7.7. Exposure 7.8. Associative learning 8. Repetition and substitution 8.1. Behavioral practice/rehearsal 8.2. Behavior substitution 8.3. Habit formation 8.4. Habit reversal 8.5. Overcorrection 8.6. Generalisation of target behavior 8.7. Graded tasks	**13. Identity** 13.1. Identification of self as role model 13.2. Framing/reframing 13.3. Incompatible beliefs 13.4. Valued self identify 13.5. Identity associated with changed behavior
3 Social Support 3.1. Social support (unspecified) 3.2. Social support (practical) 3.3. Social support (emotional)	**9. Comparison of outcomes** 9.1. Credible source 9.2. Pros and cons 9.3. Comparative imagining of future outcomes	**14. Scheduled consequences** 14.1. Behavior cost 14.2. Punishment 14.3. Remove reward 14.4. Reward approximation 14.5. Rewarding completion 14.6. Situation specific reward 14.7. Reward incompatible behavior 14.8. Reward alternative behavior 14.9. Reduce reward frequency 14.10. Remove punishment
4. .**Shaping knowledge** 4.1. Instruction on how to perform the behavior 4.2. Information about Antecedents 4.3. Re attribution 4.4. Behavioral experiments	**10. Reward and threat** 10.1. Material incentive (behavior) 10.2. Material reward (behavior) 10.3. Non specific reward 10.4. Social reward 10.5. Social incentive 10.6. Non specific incentive 10.7. Self incentive 10.8. Incentive (outcome) 10.9. Self reward 10.10. Reward (outcome) 10.11. Future punishment	**15. Self belief** 15.1. Verbal persuasion about capability 15.2. Mental rehearsal of successful performance 15.3. Focus on past success 15.4. Self talk
5. Natural consequences 5.1. Information about health consequences 5.2. Salience of consequences 5.3. Information about social and environmental consequences 5.4. Monitoring of emotional consequences 5.5. Anticipated regret 5.6. Information about emotional consequences	1**1. Regulation** 11.1. Pharmacological support 11.2. Reduce negative emotions 11.3. Conserving mental resources 11.4. Paradoxical instructions	16. **Covertlearning** 16.1. Imaginary punishment 16.2. Imaginary reward 16.3. Vicarious consequences planning

Source: Adapted from Habit formation Taxonomy (BCT) of Michie et al, (2013)

Habits of Mind

Costa.&Kallick(2000) identified 12 'Intelligent behaviours' displayed by the intelligent people, who use the rich repository of attitudes, skills, past experience and proclivity. It was later called the habits of mind. Habits of mind (HoM) are characteristic behaviour that intelligent people display when confronted with problems (Costa &Kallick, 2000). The 16 habits of mind are listed and the educational implications of HoM for the students and teachers have been studied by several researchers (Costa &Kallick, 2009;Campbell, 2006).The 16 habits of mind as postulated by Costa, A. &Kallick, B (2001) are:

1. **Persisting:** Persevering in a task through to completion. Not giving up.
2. **Managing impulsivity:** Taking time to deliberate before acting.
3. **Listening with Understanding and Empathy:** Making the effort to perceive another person's perspective.
4. **Thinking Flexibly:** Considering options and changing perspectives.
5. **Metacognition:** Thinking about your thinking. Being aware of your thoughts, feeling and actions and its effect on others.
6. **Striving for Accuracy:** Setting high standards and finding ways to improve.
7. **Questioning and Problem posing:** Finding problems to solve. Seeking data and answers.
8. **Applying past knowledge to new situations:** Accessing prior knowledge and transferring this to new contexts.
9. **Thinking and communicating with clarity and precision:** Striving for accurate oral and written communication.
10. **Gathering Data through All senses:** Paying attention to the world through taste, touch, smell, hearing and sight.
11. **Creating, imagining and innovation:** Generating new and novel ideas.

12. **Responding with wonderment and awe:** Being intrigued by the mystery in the world.
13. **Taking responsible risks:** Living on the edge of one's competence.
14. **Finding humour:** Enjoying the congruous and unexpected. Laughing at oneself.
15. **Thinking interdependently:** Being able to work and learn with others in team.
16. **Remaining open to continuous learning:** Resisting complacency in learning and admitting when one does not know.

Habits of mind comprises of a wide array of thinking and behavioural characteristics that contribute to the academic, vocational and relational success (Costa &Kallick,2000). The HoM are the processes and strategies that students' minds need to engage for effective learning. These habits of mind are linked with several theories like constructivism, social learning theory, metacognitive models, and Emotional Intelligence. (Campbell, 2006).

3.1.0.0 Theoretical Framework

Stephen Covey's Seven Habits of Highly Effective People

Stephen Covey an educationist, professor, author, motivational speaker studied the literature on success before and after 1920.The study pointed out the shift from personality ethics to character ethics, which revolve around unchanging personal principles. Covey believed that outward success is not success at all but it is not the manifestation of inner mastery. Private victory must precede public victory. Covey emphasizes on habits as the basic units of change which can be developed slowly over time. The daily habits of thinking and acting that are precursors of success. There are not short cuts to success, but it needs fundamental paradigm shift in attitude, behaviours, transformation of perception and beliefs. Stephen Covey has authored a theory on time management, 'First Things First' (1994), theory on leadership, 'Principle Centered

Leadership' (Covey, 2003) and theory of greatness, 'The 8th Habit:From Effectiveness to Greatness' (Covey,2004). The findings of research on success of effective leadership were distilled into a framework called Seven Habits of Highly Effective People (Covey, 1998). These habits are centered around personal change to bring about all rounded change in one's life. Covey's research indicates that the seven habits, which if learnt and practiced, will make one a highly effective person, at home and at work.(Covey, 2000) In 1999, a school in America adopted the Seven Habits to teach value education, the resounding success lead to worldwide recognition and implementation of seven habits in schools right from preschool to K12. The empirical evidence conclusively points that seven habits if practiced and internalized improves academic performance through enhancement of leadership qualities, emotional intelligence and curbs behavior problems (Soulter&Madora2018)

Habit is repeated behaviour performed subconsciously. The American Journal of Psychology defines a "habit is more or less fixed way of thinking, willing, or feeling acquired through previous repetition of mental experience". Covey defines habit as the intersection of: knowledge, skills and desire. **Knowledge** about what and why to learn and practice a Habit; **Skills** about how to learn or unlearn a habit and finally **Desire**-about the willingness or wanting to learn a habit. These are the three steps to internalize any habit. (Fig. 1.1)

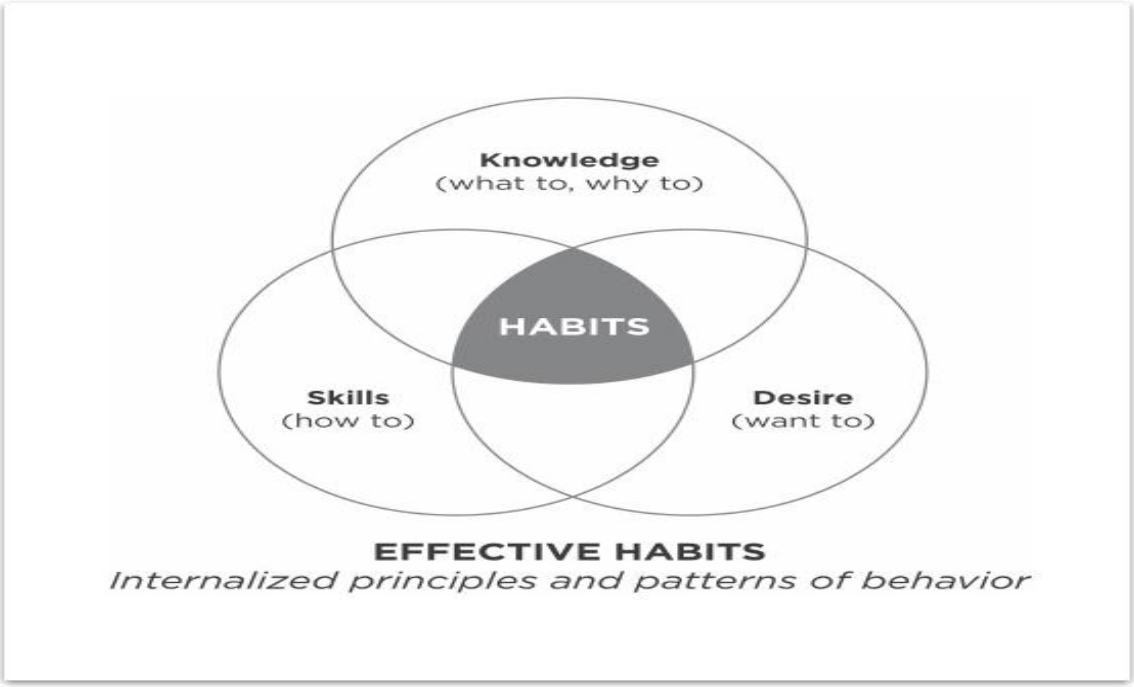


Figure 1.1 Internalization pattern of Effective Behaviour

(Source: Book: *The 7 Habits of Highly Effective People. (1989))*

The seven habits are grouped under three categories as shown in figure 1.3:

Private Victory (Self leadership through self mastery)

Habit 1: Be Proactive – Principles of Personal Vision

Habit 2: Begin With the End in Mind – Principles of Personal Leadership

Habit 3: Put First Things First – Principles of Personal Management

Public Victory (Interpersonal Leadership)

Habit 4: Seek Win / Win Solutions – Principles of Interpersonal Leadership

Habit 5: Seek First to Understand, Then to Be Understood – Principles of Empathic Communication

Habit 6: Synergize – Principles of Creative Cooperation

Renewal (Continuous growth)

Habit 7: Sharpen the Saw-Principle of self-renewal.

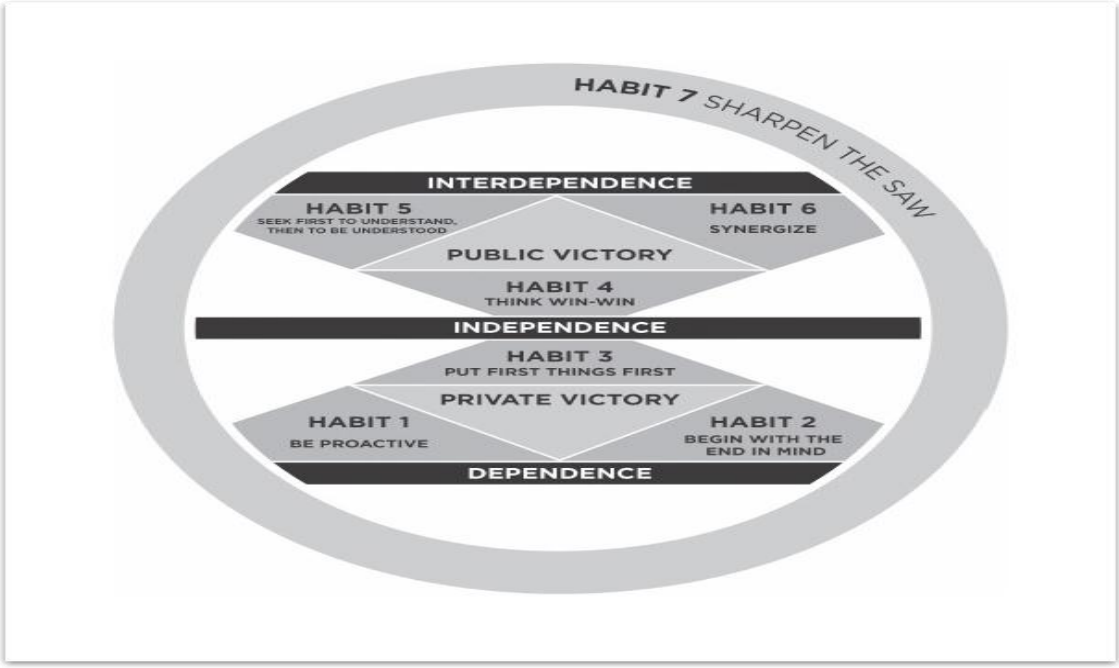


Figure 1.2 Seven Habits of Private victory and public victory

(Source:***Seven Habits of Highly Effective People,*** 1987)

The seven habits on internalization works at two levels: personal and public making the individuals, independent and interdependent. The first three habits makes the individual independent hence labeled as personal victory and the next three habits makes the individual interdependent so mastering those habits are referred as public victory. The last habit sustains all the six habits making it an inside out approach. The habits move from dependence to independence and finally lead the students to interdependence.

Personal Victory: (Habits of Independence)

The first three habits emphasize self leadership using the tool of self mastery to bring out the independence in the students. The qualities developed are initiative, self-motivation, self –confidence, planning skills, goal setting skills and organizational/time management**.**

Habit 1: Be Proactive: This habit improves the proactive behavior in students. Proactive means taking the initiative, taking responsibility for one's behavior without blaming others. Response-ability means ability to choose in the given situation. Knowing that between stimulus and response there is gap, which gives individual the power to choose the response. Students should take ownership for their choice, what they do in the gap determines their growth and happiness. The students use the power tools of self-awareness, conscience, imagination and willpower to exercise proactive thinking. Proactive behaviour is driven by values while the reactive behavior is driven by feelings.

There are things that one is concerned about but are not under one's control; such things fall in the circle of concern. The things that are influenced directly or indirectly by the students' actions/reaction fall in the circle of control. The proactive students know the difference between the two and always try to expand the circle of influence/control and shrink the circle of concern. This habit enables the students to differentiate between proactive and reactive language and enable them to practice proactive language.

The students learn that patience is a proactive choice; they carefully choose the response how they treat others by 'carrying their own weather' means being in charge of their feelings, emotions and actions. They make use of the key actions of 'Stop and Think': about what is the right thing to do? Gain control of emotions; walk away for a while if needed. They focus on matters that can do within their influence, not on the matters outside their control. Students use the self talk like, I can, I believe, I will instead of saying I cannot, If only I had and so on to make proactive choices.

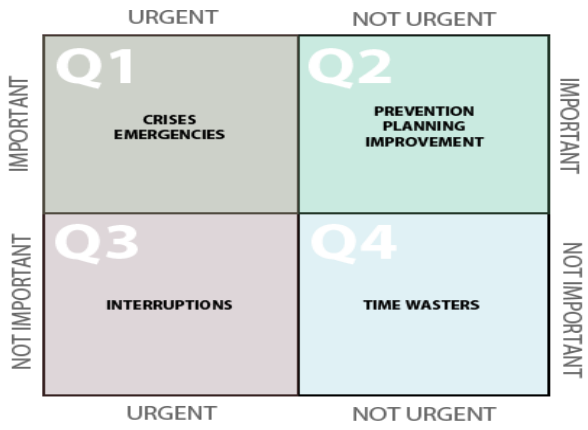
Habit 2: Begin With the End in Mind: This is a habit of vision, objective and mission. It motivates the students to have a personal mission by focusing on what they want to be (goal), what they want to do (contribution) and what they stand for (values and

principles). The clear destination before starting any task makes sure that the steps students are taking are in the right direction. Then visualization technique is utilized for better accomplishment and planning ahead for short term as well as long term goals. To enhance effectiveness and success, the mental creation (imagination) precedes the physical creation(performing task).

This habit is the corner stone of personal effectiveness. The steps recommended are to collect principles, define values, identify role, set goals, craft a mission statement, rehearse and commit to the mission daily, review and develop mission statement often. The students make decisions consistently taking into consideration their values and goals. This habit guides the students to find what is important in life, without losing sight of values, while accomplishing their goals. The students put time and efforts to gain the right perspective and set themselves for the next habit.

Habit 3: Put First Things First: Habit 3 is about personal management. It is practical fulfillment of first two habits, so the Habits 1 and 2 are prerequisite to habit 3. It is day in and out, moment by moment exercising principle of independent will towards becoming principle centered person. Time management is life management and it helps to put the life priorities first. The time quadrant is used to teach effective time management. The entire task is divided into four quadrant under the headings, important, not important, urgent and not urgent. It is necessary to identify and categorize the tasks into four quadrants as given in the figure.1.3.

Figure 1.3 ***Four Quadrants of Time management***



(Source: Covey, S (1989)

https://www.google.com/search?q=four+quadrants+of+time+management)

The effective time management calls for attending urgent and important tasks before taking up not urgent, important tasks. Time management is not managing time per se but self management.

The factors that define any activity as urgent and important are usually visible and requires immediate attention, they are easy and fun to do, but are often unimportant. Important task is result oriented contributes mission, values and goals. The time matrix consists of four quadrants: what is important or not important; urgent or not urgent. It helps to organize the work and get started without procrastination thus concentrating on important activities that are fundamental to succeed in any given task. Balancing the important and urgent is required for a healthy and happy life.

Quadrant 1: This quadrant consists of important and urgent activities like exam tomorrow, project/homework submission today, a friend got injured etc. If these tasks are not attended due to procrastination it causes problem. If one has the habit of putting things off until it becomes a crisis and do everything at the last minute it causes stress, anxiety burnout and mediocre performance.

Quadrant 2: This quadrant comprises of important not urgent activities like planning, recreation, relationship building, prevention and performance capacity (PC) building activities so it is labeled as quadrant of excellence. It results in balance, control over life and high performance. The steps followed are planning ahead, first things (Q2 activities), procrastinate less (Q1), say no to distractions and interruptions (Q3) cut down time wasters(Q4). Practicing it requires a lot of hard work and discipline and requires one to move out of comfort zone into courage zone to resist temptations, distractions, peer pressure and overcoming the fears (Covey, 1998).

Quadrant 3: It is all about urgent and not important activities like responding to every desire, trying to please people. The result of this quadrant is lack of discipline, reputation of being a pleaser and become a doormat.

Quadrant 4: It constitutes not urgent not important activities like time wasters like phone call, some mail, pleasant activities, trivia, watching TV serials, mobile, video games etc. This results into guilt, flakiness and lack of responsibility.The habit 3 is about courage to stretch out of one's comfort zone of doing easy, relaxing, risk free accustomed things. The courage zone constitutes trying new things, taking calculated risk, grabbing opportunities, adventurous and difficult things. Thus putting first things first takes discipline, courage to say no, delegate the work and being strong in the hard moments.

Habit 4: Think Win-Win: Win-win is an attitude of mind committed to finding solution that will benefit all parties concerned**.** This habit is not about pleasing others by self-sacrifice, by compromise but to reach a creative solution where everyone is a winner, not by competition but through co-opetition. To understand win/win, it is pertinent to understand six paradigms of human interaction. Win/lose is an authoritarian leadership where one uses power, position personality to get their way. It is due to ego and it

prevails in competitive and low trust situation. It is due to childhood scripting of conditional love seeking support and emotional affirmation in comparison with someone else or against some expectation. Lose/win iteration prevails when there is no standard, no demand no expectation no vision. Such mentality people avoid friction by avoidance instead seek appeasement, popularity and acceptance. They are intimidated by others and lack courage to express their own feeling and convictions. Lose/lose interaction is fuelled with anger, hatred and vengeance; if I lose, you should also lose. Self centered people adopt this adversarial conflict, when they are blind to everything except their desire for their opponent to lose even if it means losing themselves.

Think Win/Win is the habit of interpersonal leadership involving mutual learning, mutual influence, and mutual benefit. It's possible by adopting principle centered leadership that requires vision, the proactive initiative, security, guidance and power that comes by practicing Habits1, 2 and 3. Win/Win should be fundamental in five dimensions: character, relationship, agreement, supportive systems (environment) and processes. The three character traits that are cornerstone of this habit are integrity, maturity, and abundance mentality (there is plenty out there for everyone). To build and maintain relationship one should make deposits in the emotional bank account where there is trust and open communication, they sign a performance agreement, create system and process that supports'Think Win/Win' philosophy. If one is thinking win/win 20 per cent of time, start thinking it 40 per cent and so on; eventually it becomes a Habit of mind.

Habit 5: Seek First to Understand then to be Understood: This habit is the key to effective interpersonal communication. Communication is the most important skill in life. It is a two way process speaking and listening. The dictum is listening properly before one speaks. The poor listening skill leads to misunderstandings and hampers the communication. The poor listening styles are spacing out, pretend listening, selective

listening, word listening, self –centered listening. When one is listening without understanding they are evaluating (agree or disagree) judging (try to figure out people, their motives, their behavior) probing (ask question), or advising (give counsel from our frame of reference). In order to understand others it's essential to practice genuine listening: listening with your eyes, heart and ears; stand in their shoes or mirroring.

Maturity is the balance between consideration and courage, it takes courage to speak and seek to be understood; while to understand others consideration is required. If one practices only the first part of this habit, it's like lose/win situation, it's equally important to get one's voice heard. Speaking one's mind, giving feedback, stating opinion without hesitation forms the second part of habit. The first three habits are the bedrock foundation of this part of habit. This habit in totality contributes to the habit 4-Think Win/Win. Practicing this habit helps to understand the point of view of other person before expressing one's views and opinions on a situation and this leads to harmony and creative solutions.

Habit 6: Synergize: This habit is based on the principle of creative cooperation. It is about working together with mutual trust, cooperation and understanding to reach a win-win situation**,** where the whole of an interaction is greater than the sum of parts. Habit 4, 5 and 6 put together gives a perfect model of human interaction. When there is low trust and cooperation, the communication becomes defensive (Win/lose or lose/win); when it is medium, communication is respectful (compromise). In the high trust and high cooperation (win/win) system synergistic communication prevails. It is not just transaction but transformation that builds everlasting relationship.

Each person is unique due to basic genetic factors, environment, up bring, past experience. Thus in a group there are people with great diversity, who add unique flavor

and bring in creativity. In order to synergize, value and celebrate the differences as it adds to our knowledge and experience. The driving forces of this habit are positive, reasonable, logical, conscious, while the restraining forces are negative, emotional, illogical, and unconscious. Thus removing the restraining force helps to remove the roadblocks to diversity.

The action plan to synergize includes, define the problem/opportunity, their way (Seek first to understand the ideas of others), my way (Seek to be understood by sharing your ideas), brainstorm (create new options and ideas) and high way (find the best solution). It is a process of finding the third alternative (not yours or mine), a solution that is better for everyone concerned.

Habit 7: Sharpen the Saw: This habit is about personal renewal and continuous growth. A person is compared to a saw, and to sharpen the saw is to become better, keener and more effective. It calls for a mindful investment of time in the renewal of four dimensions: body, mind, social and spiritual for overall personal wellbeing. Firstly, physical renewal through exercise, nutrition, rest to increase strength, flexibility, stamina as shown in Figure 1.4. The mind is rejuvenated by feeding it with good thoughts, introspection of inner belief system and motivation. The social/emotional dimension is expanded by honing inter-personal and intra-personal skills. The Spiritual dimension helps the person to connect to the nature and it acts as a moral compass.

Figure 1.4 Sharpen the Saw- Four Dimensions

(Source: Covey, S (1989) http/: media.Tumblr: Image.com)

The process of continuous improvement is the hallmark of this habit. The things done to sharpen the saw in one dimension have positive impact on the others. Physical dimension affects Habit 1, Spiritual dimension reinforces Habit 2, and renewal of mental dimension reinforces Habit 3. Spending one hour a day on renewal of these three dimensions leads to personal victory and renewal of social/emotional dimension improves the chances of public victory by reinforcing the habits 4,5 and 6.

Concept and Measurement of Emotional Intelligence (EI)

Emotional Intelligence is considered as a subset of social intelligence. It is the ability of a person to deal with his or her emotions. It is defined as "the person's ability to monitor one's own and others' feeling and emotions and discriminate among them and to use this information to guide one's thinking and actions" (Salovey& Mayer, 2004). Emotional intelligence has four areas, identifying, using, understanding, and regulating emotions (Mayer &Salovey, 2004).

Daniel Goleman (1998) introduced a model of EI with an array of competencies and skills which are believed to drive leadership performance. The constructs of EI includes: **Self-awareness:** one's ability to identify one's emotions, strengths, weaknesses, drives, values and goals and recognise their impact on feelings and decisions and interactions with others.**Self-regulation**: regulation and directing one's impulses and emotions and adapting to changing circumstances.**Social skills**: managing social interactions in a desirable way.**Empathy:** giving due importance to others feelings when making decision.**Motivation:** inner drive for achievement.Goleman's research indicates that each individual is born with a general EI that determines the potential for learning Emotional competencies. The Emotional competencies can be worked on and enhanced.

Wong and Law's Emotional Intelligence scale

A wide range of Emotional Intelligence Scales are available. Wong and Law's Emotional Intelligence Scale (WLEIS) is a short measure of EI, Likert type based on Mayor and Salovey's (1997) definition of Emotional intelligence. It assesses emotional intelligence in the four areas as follows: Self-Emotion Appraisal (SEA), Others Emotions Appraisal (OEA), Use of Emotions (UOE), Regulation of Emotion (ROE) as shown in figure 1.5.

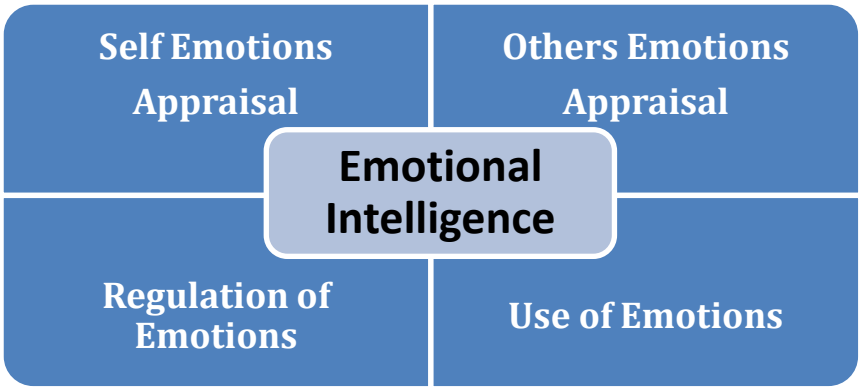


Figure. 1.5*Components of Emotional Intelligence (Wong &Law's scale 2002)*

- **Self-Emotional Appraisal (SEA**): This relates to an individual's ability to understand their deep emotions and be able to express them naturally. People who have high ability in this area will sense and acknowledge their emotions well before most people.
- **Other's Emotional Appraisal (OEA):** This relates to an individual's ability to perceive and understand the emotions of the people around them. People who are high in this ability will be much more sensitive to the feelings of emotions of others as well as reading their minds.
- **Regulation of Emotion (ROE):** Regulation of emotion in the self .This relates to the ability of a person to regulate their emotions, thus enabling a more rapid recovery from emotional climax and distress. A person who has high ability in this aspect is able to keep their behavior under control when they have extreme moods.
- **Use of Emotion (UOE):** This relates to the ability of a person to make use of their emotions by directing them to facilitate performance.

Self-leadership Theory (Neck &Houghton, 2006)

Self-leadership is the process of using self-direction and self-motivation needed to shape the behaviors in positive ways in order to enhance overall performance (Neck & Houghton, 2006; Manz, 2010). It includes behavioral and cognitive self-evaluation and self-influence. Self-leadership involves specific sets of strategies like self-influence, self-control, intrinsic motivation and social cognition to enhance individual performance.

Self-leadership strategies are traditionally divided into three primary categories: behavior focused strategies, natural reward strategies, and constructive thought strategies (Neck &Houghton, 2006) as shown in figure 1.6.

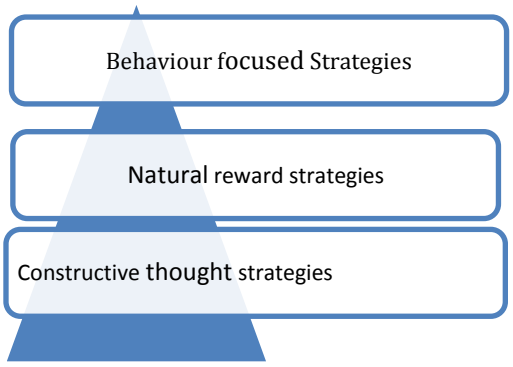


Figure 1.6 ***Self Leadership –Strategies (Mayer &Salovey 1997)***

Behavior-focused Strategies: Behavior-focused strategies provide specific approaches for identifying ineffective behaviors and replacing them with more effective ones through a process of self-observation, self-goal setting, self-reward, self-correcting feedback, and self-cueing

Natural Reward Strategies: Natural reward strategies allow individuals to find enjoyment in a given task or activity, leading to increased feelings of competence, self-control, and sense of purpose.

Constructive Thought Strategies: Constructive thought strategies are aimed at reshaping certain key mental processes in order to facilitate more positive and optimistic thinking patterns and mental processes that can have a significant impact on individual performance. The strategies include identifying and eliminating dysfunctional beliefs and assumptions, engaging in positive self-talk, and constructive mental imagery.

Social Problem Solving Theory (D'Zurilla,1998)

Social Problem-solving theory of D'Zurilla et al., (1998) deals with all kinds of problems in living, including intrapersonal/non-social problems, impersonal problems, interpersonal problems, and broader community and societal problems. Social Problem Solving(SPS) is a self-directed cognitive behavioural process by which a person attempts

to identify or discover adaptive ways of coping with problematic situations encountered in everyday living (D'Zurilla&Goldfried, 1971;D'Zurilla&Nezu, 1982) The two broad measures used to measure the SPS ability are: a) Process measures and b) Outcome measures(D'Zurilla and Maydeu-Olivares,1995) The most common type of outcome measure is a problem-solving performance test consisting of hypothetical problems (Denny and Palmer,1981) or the subjects real current problems (Camp et al., 1989). Social Problem Solving consists of two parts:

1) Problem Orientation (PO): It is cognitive process that reflects person's general beliefs, appraisal, and feelings about problems as well as his problem solving ability. Two categories of PO are: Constructive/Positive Problem Orientation: Optimistic about one's Problem Solving (PS) abilities. Dysfunctional/Negative Problem Orientation: Dysfunctional beliefs about outcome of PS.

2)Problem Solving Style (PSS): It refers to cognitive and behavioural activities that a person employs to understand a problem and find effective solution.

a) **Rational PSS:** Uses Positive PO to generate many solutions and good decision making.

a) **Impulsive PSS**: It is a result of Negative PO leading to quick, impulsive, careless selection of solutions

b) **Avoidant PSS:** Negative PO leads self doubt about PS capability, this result to inaction, dependency, passivity and procrastination.

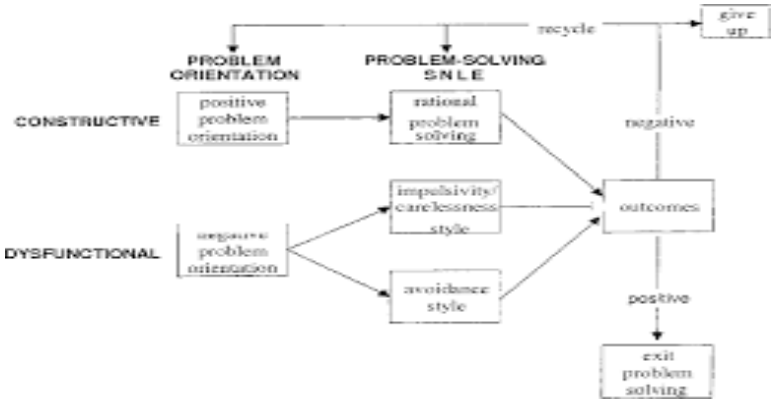


Figure 1.7*Schematic representation of the Social Problem Solving (D'Zurilla et.al., 2002)*

4.0.0.0 Need for the study:

Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide social and emotional support that will inculcate positive behavior and provide skills to cope with peer pressure and problems they encounter in their lives"(NEP, 2020). During secondary school years students' creativity and thirst for knowledge beyond the textbooks is curbed under the pressure of examination oriented culture.The need of the hour is innovation oriented society to develop skills like critical and analytical thinking flexibility to deal with any kind of crisis, change or uncertainty at national and international level (Chetwani, 2020).

At international level Seven Habits of Highly Effective People have been widely applied in the field of education (FranklinCovey, 1995). The Leader in me (Covey, 2008) is a school programme based on Stephen Covey's Seven Habits adopted across the world to develop leadership and enhance social-emotional skills and academic performance among the school children from pre-school to high school.

At national levels studies pertaining to Covey's Seven Habits are limited to higher education level (Jha et al, 2012). At school level, there are studies done on study habits,

reading habits, spending habits and dietary habits. The habits of mind or the behavioral habits to improve holistic development of secondary school students are not available.Some schools have adopted TLIM programme, but research on its impact at school level are not found. Moreover, most of the skills enlisted in the 21st century skills are covered in the Covey's Seven Habits. The Leader in me is a school based programme to develop the leadership of school student. As quoted by Covey this is achieved through personal victory by practicing the Seven Habits which in turn will improve the Self Leadership, Emotional Intelligence and Problem Solving; and will lead to professional victory i.e., improve academic grades. There are attempts to improve emotional intelligence, leadership, problem solving and academic achievement using several packages however developing habits of effective self leadership to enhance these skills is not attempted. Thus, the investigator realized the need to study the effect of teaching the principles of Stephen Covey's Seven Habits of highly effective people at secondary school level and to investigate its effect on the Emotional Intelligence, Self Leadership, Problem Solving and Academic Achievement among the secondary school students. As studies indicate social and emotional factors seem to have significant influence on intelligence and human behaviour (Gardner, 2003; Wechsler, 1940), and also intelligence has influenced the academic community (Gardner, 2003).

4.1.0.0 Present Status of the study:

"If we teach today as we taught yesterday, we rob our children of tomorrow" John Dewey. The 21st century learning goals are not knowledge- dominant but it is skill based and application based lifelong learning. This encompasses three sets of skill: First one is Learning skills like critical thinking, creative thinking, collaborating and communicating. The second one is Literacy skills like information, media and technology literacy. And

the third one is Life skills, which includes flexibility, initiative, social skills, productivity and leadership.

According to Covey (2008) the instructional model based on Seven Habits (SCSH) called 'The Leader In Me' develops leadership qualities in students and it is in line with the 21st century skills as shown in Table 1.2.

Table 1.1*SCSH- a Framework for Leadership and 21st Century Skills*

Leadership	**21st Century Life Skills**	**Covey Seven Habits**
Independence Goal Setting Organization Time Management Planning	Initiative Responsibility Self-Direction Personal Productivity	Be Proactive Begin with the End in Mind First Things First (**Personal Victory)**
Interdependence Teamwork Conflict Management Creativity Analytical Skills	Problem Solving Communication Collaboration Cross-Cultural Skills	Think Win Win Seek First to Understand then to be Understood Synergy (**Public Victory)**
Renewal Fun Desire to Learn GoodHealth/Hygiene	Meaningful Work Emotional Stability Technical Skills	Sharpen the Saw Body, Mind, Heart, Spirit

Source: (The Leader in me, 2008)

In the present scenario, the popular approaches adopted by the schools to develop 21st century skills are the theory of multiple intelligence (Gardner, 1983) Emotional Intelligence theory (Goleman, 2001), Problem Based Learning (PBL) and so on, but they

do not cover all the above enlisted 21st century skills. So the investigator explored many research studies, journals, articles, education policies and came across the theme "No Child Left Behind Act" (United States of America,2002) that prompted schools to lookout for means to achieve the goals of 21st Century, so out of many such programmes the most successful programme was "The Leader In Me" based on Stephen Covey's Seven habits of Highly Effective People.(SCSH) (Covey, 2008). After the success of TLIM many countries across the world have adopted this programme from playschool to K-12 level. In India rarely anyone has attempted to study the effect of SCSH at school level.

The Leader In Me (Covey,2008) is a school based programme to improve leadership and academic performance of students by practicing Stephen Covey Seven Habits. The impact of Stephen Coveys Seven Habits on Students performance using students readiness inventory was studied by **Weigold (2010)** The results clearly indicated improvement in students' academic success as well as personal effectiveness in areas of goal -orientation, self -confidence and commitment. **Baile et.al (2008)** studied the Organizational impact of seven habits on schools and colleges and found out significant improvement in goal focus, communication, collaboration, conflict management, teamwork and resilience.Mechling's (2003) research on teaching time management to farmers using Seven Habits model yielded positive correlation between the five functions of time management and Covey's first three habits namely, Be Proactive, Begin with end in mind and First thing first.. The habits of organizing and executing personal mission, identifying and focusing on what's important and begin with end in mind fits well within the five functions of management: Planning, controlling, directing, organizing and staffing.

Anu(2013) conducted a research which provided evidence that Emotional Intelligence can be developed among students using EI enhancement package. Zang et.al (2015) studied

the impact of TLIM program on Student Engagement and Social Emotional Skills. The result indicated TLIM is significantly better than the conventionalprogammes used to improve students' engagement and social emotional skills among grade six to eight students. The findings of the study byMannell(2018) provided conclusive evidence about the positive impact of The Leader in Me on School Climate, Academic Achievement, and Behavior of Elementary School students.

While the studies referred above do provide some insight into the impact and perceptions of Seven Habits training and other Social-Emotional Learning programs, there are several gaps and lack of evidence in research regarding the effectiveness of Seven Habits among school children with reference to Emotional Intelligence, Self Leadership, Problem Solving and Academic Achievement at secondary school level.

4.2.0.0 Rationale for the study:

Schools need to adopt and develop new ways of teaching and learning that reflects the changing world. The students need broad based knowledge and interdisciplinary skills which are essential for the success in and out of the school. Only teaching students using conventional instructions to perform well in the test is no longer sufficient and appropriate. Instructional strategies based on SCSH provide a more holistic approach which focuses on all the three dimensions cognitive, (knowledge), affective (desire/feeling) and psychomotor skills (Covey, 1989). This approach is suitable to develop Emotional Intelligence,(Covey,1989, Zang, 2018) Problem Solving (Baile et al.2008; Covey, 1989) and Academic Achievement (Mannell, 2018). Whereas the subjects taught by conventional instructional strategies encourage fixed mindset and impedes thinking, learning can be boring, forgotten subsequently and irrelevant in the future (Dweck, 2011).

From the theoretical framework, present status of the study, need for the study and review of literature, researcher could ascertain that, while the studies referred above do provide some insight into the impact of Seven Habits training on individual as well as organizational levels, there are several gaps in the research regarding the impact of Stephen Covey's Seven Habits at secondary school level, especially in India and specifically in Karnataka state. The current study aims to fill these gaps. So the ressearcher attempted to develop an Instructional package based on SCSH and study its effect on Emotional Intelligence, Self Leadership, Problem Solving and Academic Achievement among the secondary school students as they are closely related to each other as given in Table 1.4

Table 1.2 Relationship between Seven Habits and dependent variables.

	Emotional Intelligence	**Self Leadership**	**Problem Solving**
Habits	H 5: Seek first to understand then to be understood	H 2: First Thing First H 3: Begin with End in Mind H 6: Synergy	H1: Be Proactive H4: Think Win-Win H7: Sharpen the Saw

5.0.0.0 Statement of the Problem

"Development of an Instructional Package Based on Stephen Covey's Seven Habits and its Effect on Emotional Intelligence, Self Leadership, Problem Solving and Academic Achievement of Students at Secondary School Level.

NEP (2020) asserts the importance of knowledge, skills and dispositions in education. APA dictionary of psychology defines dispositions as the recurrent behavioral, cognitive or affective tendency. The habits encompass mental as well as behavioural dispositions,

which are expressed in day to day life. The students' success, during and after the school depends on a balanced personality with ability to control emotions, lead oneself, solve problems and excel in academic performance. Stephen Covey's Seven habits(SCSH) bring about change by practicing inside out approach of change based on timeless principles of personal effectiveness and success. SCSH have been successfully implemented in schools across the globe. The studies on, impact of SCSH at school level indicates improved Emotional Intelligence, leadership and Academic Achievement among students. The present study tries to answer the following research questions: Can Instructional package based on Stephen Covey's Seven Habits (SCSH) be implemented in secondary schools in India? Is the instructional package based on SCSH effective in improving Emotional Intelligence, Self leadership, Problems Solving skills and Academic Achievement in students of different levels of intelligence?

6.0.0.0 Operational Definitions of the Terms

Instructional Package Based on Stephen Covey's Seven Habits.

It is an instructional Package based on Stephen Covey's Seven Habits designed by the researcher to enhance the understanding and application of Seven Habits of personal effectiveness postulated by Stephen Covey (1989). The package conveys the basic principles of seven habits, the knowledge and application of the seven habits in everyday situation, and motivation to learn the habits in terms of knowledge, skills and desire which were interwoven into a series of instructional materials arranged in a systematic way with supporting resource materials, activities, worksheets and evaluation tools.

The Seven Habits of personal effectiveness (Covey,1989) consideredin the study were:

The seven habits on internalization works at two levels, personal and public; making the students, Independent, Dependent and Interdependent. The first three habits (H1,H2 and H3) make the individual independent hence labeled as personal victory and the next three habits (H4, H5 and H6) make the individual interdependent so mastering those habits are referred as public victory. The last habit (H7) sustains all the six habits and makes the individual interdependent. The habits move from dependence to independence and finally lead the students to interdependence.

Personal Victory: (Habits of Independence)

The first three habits emphasize self leadership using the tool of self mastery to bring out the independence in the students. The qualities developed are initiative, self-motivation, self –confidence, planning skills, goal setting skills and organizational/time management skills**.**

Habit 1 Be Proactive: It is the ability of the students to use and improve proactivebehavior. It includes taking the initiative and taking responsibility for one's behavior. It is the power to choose and take ownership for one's choices. The proactive behavior is driven by values and tools like self-awareness, conscience, imagination and willpower. (Covey, 1989)

Habit 2: Begin With the End in Mind: It is the habit of vision, objective and mission. It motivates the students to have a personal mission by focusing on what they want to be (character), what they want to do (contribution) and what they stand for (values and principles). The tool of visualization is used before a task (Covey,1989)

Habit 3: Put First Things First: This habit is based on the principle of time management to enhance personal efficacy. The students learn to prioritize day-to-day activities by identifying important and urgent task using the four quadrants of time management to shift from the comfort zone to the courage zone(Covey, 1989).

Public Victory: (Habits of Interdependence)

The next three habits lead the students towards becoming more interdependent. These habits are foundational to Leadership with insights into effective communication skills (both listening and presentation) conflict management skills, honesty, and fairness, openness to suggestions, teamwork, problem solving, decision making, and creativity.

Habit 4: Think Win / Win : This habit enhances the interpersonal skills of the students. The students seek mutual benefit in all the human interaction by practicing growth mindset that seeks cooperation and the principle of abundance mentality. Students prepare an action plan for the best solution with mutual benefits (Covey, 1989).

Habit 5: Seek First to Understand, Then to Be Understood: This refers to facilitating students with the skills of genuine listening. They learn about types of poor listening skills, and try to understand others' perspective, opinion without losing their voice (Covey, 1989).

Habit 6: Synergize: This habit enable students to work together in groups using creative cooperation and collaboration to create synergy by celebrating differences, identifying the roadblocks for celebrating diversity. It habit enhances students' communication and creative collaboration for perfect teamwork (Covey, 1989).

Habit of Continuous Renewal

The last habit wraps around all the habits, thereby sustaining all the other habits.

Habit 7: Sharpen the Saw: This habit teaches studentsabout renewal of four dimensions of personality -body, mind, social/emotional and spirit. The internalization of the seventh habit renews the first six habits making students truly independent and capable of effective interdependence. (Covey, 1989).

The Instructional Package based on Stephen Covey Seven Habits (SCSH) was designed by the researcher. It consisted of a total of 36 lessons, out of which 26 standalone lessons to teach the basic principles of Stephen Covey Seven Habits exclusively and 10 Integrated lessons to teach Science integrated with SCSH to reinforce and sustain the learning of Seven Habits. As an integrated curriculum allows students to pursue learning without the restrictions of subject boundaries. It helps to focus basic skills, deeper understanding of content and higher order thinking skills. Integrated lessons were used to teach habits across a core academic subject of Science. The objectives methodology and evaluation were designed to support each habit.

Effect: Effect is the result of some efficient cause or agency, a consequence or and outcome(Good,1973). Effect is the result that particular treatment makes in the performance of the subjects. In the present study effect means the ability of Instructional Package based on Stephan Covey's Seven Habits on improving Emotional Intelligence, Self leadership, Problem solving, Academic Achievement and Achievement in Science of secondary school students.

Conventional Instruction

It is widely used instructional strategy. Conventional Instruction refers to the school practices to cover the overt and covert curriculum by the teachers through classroom transaction to develop cognitive, affective and psychomotor skills in students. The value education classes focused on, development of habits and values; and efforts made by the subject teachers in developing values and imparting knowledge about Science as per the prescribed curriculum. It includes the lessons delivered by storytelling, case study, discussion method and so on. The common techniques used by the teacher are explaining, giving assignments and projects thereby both teacher and the students are partially active.

Emotional Intelligence

Emotional Intelligence is " the person's ability to monitor one's own and others' feeling and emotions and discriminate among them and to use this information to guide one's thinking and actions (Salovey& Mayer,1990) It is about identifying and controlling self and others emotions. It is used to improve social skills and relationship management. In the present study Emotional Intelligence refers to the scores obtained by the students in the standardized Wong and Law's Emotional Intelligence Scale (2002). The components of Emotional Intelligence considered in the study were:

- **Self -Emotions Appraisal**: (SEA) It is ability of the student to understand and evaluate one's deep emotions and express those emotions naturally.
- **Others Emotions Appraisal**: It is ability of the student to recognize and understand emotions of others around them.
- **Regulation of Emotions:** It is capacity of the student to regulate one's emotions, which helps in resilience.

- **Use of Emotions**: it is the ability of the student to use of emotions to facilitate personal performance towards constructive activities.

Self-Leadership

"Self Leadership is the process of using self-direction and self motivation to shape the behavior in positive ways in order to enhance the overall performance" (Neck&Manz,2010). It is capacity of the students to use specific sets of strategies to enhance individual performance. Self leadership comprises of three strategies: Behavioral focused Strategies, Constructive thought strategies, and Natural reward strategies. The behavior focused strategies help students to replace ineffective behavior with more effective ones through a process of self observation, self goal setting, self reward, self correcting feedback and self cueing. Natural reward strategies are adding more pleasant and enjoyable features into a task making it more gratifying. The students use rewards intrinsically leading to feeling of competence, self control and sense of purpose. Constructive thought strategies are key mental processes like rational belief, assumptions, positive self talk and constructive imagery to improve individual performance. In the present study Self Leadership refers to the scores obtained by the students in a standardized Abbreviated Self Leadership Scale developed by Houghton et.al (2003).

Problem Solving

Problem Solving in the study refers to Social Problem Solving skills adopted by a students or an adult to solve personal and interpersonal problems in the everydaylife. The two components of Social Problem Solving theory (D'Zurilla, 1995) are the Problem Orientation (PO), which includes the categories of Positive PO & Negative PO. The other aspect of the theory is Problem Solving Style (Rational, Avoidant and Impulsive).

The components of Social Problem Solving included in the study were:

- **Problem Orientation (PO)**: It is the cognitive process that reflects a student's general beliefs, appraisal, and feelings about problems as well as his problem solving ability. Two categories PO are:

  i. Positive Problem Orientation: It is a functional, optimistic outlook of the student about their Problem Solving abilities

  ii. **Negative Problem Orientation**: It is dysfunctional beliefs or fear of failure of the student about the outcome of PS

- **Problem Solving Style** (PSS) It refers to cognitive and behavioural activities that a student employs to understand a problem and find effective solution.

- **Rational PSS:** It is the ability of the student to use Positive Problem Orientation to generate many solutions and good decision making.

- **Impulsive PSS**: It is the choice of the student due to negative/dysfunctional problem orientation to make impulsive, careless selection of solutions

- **Avoidant PSS:** It is the choice of the student due to negative/dysfunctional problem orientation and self doubt about PS capability that results to inaction, dependency, passivity and procrastination.

In the present study Problem Solving refers to the scores obtained by the students in a Problem Solving Questionnaire based on Social Problem solving theory of D'Zurilla and Netzu(1995) developed by the researchers (Shetty& D'Souza, 2017)

Academic Achievement

Academic Achievement is the knowledge attained or skills developed in the school subjects, usually determined by test scores or assignment by teachers.In the present study

Academic Achievement is referred to the aggregate of Achievement Scores of students in the subjects English, Social Science, Science and Mathematics. It is the total score obtained by a student as measured in the Academic Achievement Tests constructed by the researchers (Shetty& D'Souza, 2017).

Achievement in Science

Achievement in Science refers to the score obtained by the students in a Science Achievement test constructed by the researchers (Shetty& D'Souza, 2017).

Levels of Intelligence:

Levels of Intelligence refer to the three groups of students formed on the basis of their Intelligence score. In the present study Intelligence refers to the score obtained by the students in a standardized test developed by Gupta(1993) for Indian Adolescents. The students were classified into three levels of Intelligence by using quartile method.

Above Average Intelligence (AA): Students with IQ score of 110 and above/ Upper 25%

Average Intelligence (A): Students with IQ score of 90 to 109/Middle 50 %

Below Average Intelligence(BA): Students with IQ score of 80 to 89/ Lower 25%

Students at Secondary School level: Students at Secondary school level are the students of age group 14-15 years studying in standard nine of the Secondary Schools in Udupi district of Karnataka state.

7.0.0.0 Objectives of the Study

General Objectives`

1. To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of intelligence (Above Average (AA) , Average (A) and Below

average (BA)) on Emotional Intelligence of standard nine students of secondary school taking pretest as covariate

2. To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of Intelligence (Above Average (AA) , Average (A) and Below average (BA)) on Self Leadership of standard nine students of secondary school by taking pretest as covariate

3. To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of Intelligence (Above Average (AA) , Average (A) and Below average (BA)) on Problem Solving of standard nine students of secondary school by taking pretest as covariate.

4. To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of Intelligence (Above Average (AA) , Average (A) and Below average (BA)) on Academic Achievement of standard nine students of secondary school by taking pretest as covariate.

5. To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of Intelligence (Above Average (AA) , Average (A) and Below average (BA)) on Achievement in Science of standard nine students of secondary school by taking pretest as covariate.

Specific Objectives:

In pursuance of general objective one on Emotional Intelligence the following specific objectives are framed:

1.1 To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of intelligence (AA, A, BA) on EI component- Self Emotions Appraisal (SEA) of standard nine students of secondary school taking pretest as covariate.

1.2 To study the main and interaction effects of Interactional Strategies (SCSH and CI) and levels of intelligence(AA, A, BA) on EI component - Others Emotions Appraisal (OEA) of standard nine students of secondary school by taking pretest as covariate.

1.3 To study the main and interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence(AA, A, BA) on the EI component namely Regulation of Emotions (ROE) of standard nine students of secondary school taking pretest as covariate.

1.4 To study the main and interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the EI component -Use of emotions (UOE) of standard nine students of secondary school taking pretest as covariate

In pursuance of general objective three on Problem Solving the following specific objectives are framed:

3.1 To study the main and interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the PS component-Problem Orientation of standard nine students of secondary school taking pretest as covariate.

3.2 To study the main and interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the PS component- Problem Solving Style of standard nine students of secondary school by taking pretest as covariate.

8.0.0.0 HYPOTHESES OF THE STUDY

In pursuance of objective one on Emotional Intelligence the following hypotheses were framed:

H_0 1: There is no significant difference in the main effect of Instructional Strategies (SCSH & C I) on the mean scores of **Emotional Intelligence** of standard nine students of secondary school by taking pretest as covariate.

H $_0$ 2: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Emotional Intelligence** of standard nine students of secondary school by taking pretest as covariate.

Ho.3: There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of **Emotional Intelligence** of standard nine students of secondary school by taking pretest as the covariate.

In pursuance of specific objectives one on EI components the following hypotheses were framed:

H $_0$ 4: There is no significant difference in the main effect of Instructional Strategies (SCSH & CI) on the mean scores of EI component - **Self Emotions Appraisal** of standard nine students of secondary school by taking pretest as the covariate.

H $_0$ 5: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component - **Self Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

H $_0$ 6: There is no interaction effect of Instructional Strategies (SCSH & CI) and levels of Intelligence(AA, A, BA) on the mean scores of EI component- **Self Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

In pursuance of specific objective two the following hypotheses were framed:

H $_0$ 7: There is no significant difference in the main effect of Instructional Strategies (SCSH & CI) on the mean scores of EI component- O**thers Emotion Appraisal** of standard nine students of secondary school by taking pretest as covariate.

H $_0$ 8: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component-O**thers Emotion Appraisal** of standard nine students of secondary school by taking pretest as covariate.

H_0 9: There is no interaction effect of Instructional Strategies (SCSH & CI) and levels of Intelligence (AA,A,BA) on the mean scores of EI component-O**thers Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

In pursuance of specific objective three the following hypotheses were framed:

H_0 10: There is no significant difference in the main effect of Instructional Strategies (SCSH & CI) on the mean scores of EI component- **Regulation of Emotions** of standard nine students of secondary school by taking pretest as covariate.

H_0 11: There is no significant difference in main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component - **Regulation of Emotions** of standard nine students of secondary school by taking pretest as covariate.

H_0 12: There is no interaction effect of Instructional Strategies (SCSH & CI) and the levels of Intelligence (AA, A, BA) on the mean scores of EI component- **Regulation of Emotions** of standard nine students of secondary school by taking pretest as covariate.

In pursuance of specific objective four the following hypotheses were framed:

H_0 13: There is no significant difference in the main effect of Instructional Strategies (SCSH & C I) on the mean scores of EI component- **Use of Emotions** of standard nine students of a secondary school by taking Pretest as covariate.

H_0 14: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component- **Use of Emotions** of standard nine students of secondary school by taking pretest as covariate.

H_0 15: There is no interaction effect of Instructional Strategies (SCSH & CI), levels of Intelligence (AA, A, BA) on the mean scores of EI component- **Use of Emotions** of standard nine students of secondary school by taking pretest as covariate.

In pursuance of general objective three on Self Leadership the following hypotheses are framed:

H_0 16: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of **Self Leadership** of standard nine students of secondary school by taking pretest as covariate.

H_0 17: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Self Leadership** of standard nine students of secondary school by taking pretest as covariate.

H_0 18:There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of **Self Leadership** of standard nine students of secondary school by taking pretest as covariate.

In pursuance of general objective three on Problem Solving the following Hypotheses are framed:

H_0 19: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

H_0 20: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

H_0 21: There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

In pursuance of the specific objective one on Problem Solving (PS) components the following hypotheses were framed:

H_0 22: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of PS **components of Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.

H_0 23: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of PS **components of Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.

H_0 24: There is no significant interaction in effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA,A,BA) on the mean scores of PS **components of Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.

H_0 25: There is no significant difference in main effect of Instructional Strategies (SCSH and CI) on the mean scores of PS **components of Problem Solving Style** of standard nine students of secondary school by taking pretest as the covariate.

H_0 26: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of PS **components of Problem Solving Style** of standard nine students of secondary school by taking pretest as covariate.

H_0 27: There is no significant interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of PS **components Problem Solving Style** of standard nine students of secondary school by taking pretest as the covariate.

In pursuance of objective four on Academic Achievement the following Hypotheses are framed:

H_0 28: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of **Academic Achievement** of standard nine students of secondary school by taking pretest as covariate.

H_0 29: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Academic Achievement** of standard nine students of secondary school by taking pretest as covariate.

H_0 30: There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of Academic Achievement of standard nine secondary school students by taking pretest as covariate.

In pursuance of general objective five on Achievement in Science the following Hypotheses are framed:

H_0 31: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of **Achievement in Science** of standard nine students of secondary school by taking pretest as covariate.

H_0 32: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Achievement in Science** of standard nine students of secondary school by taking pretest as covariate.

H_0 33: There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of **Achievement in Science** of standard nine students of secondary school by taking pretest as covariate

9.0.0.0 Methodology of the Study

The aim of the research was to find out "The effect of an Instructional Package Based on Stephen Covey's Seven Habits and Its Effect on Emotional Intelligence, Self-Leadership, Problem Solving and Academic Achievement of Students at Secondary School Level".

Hence the method adopted was Experimental method involving factorial design. Factorial designs allow researcher to look at how multiple factors affect a dependent variable, both independently and together. Factorial design studies are named for the number of levels of the factors. A study with two factors that each has three levels is called a 2x3 factorial design. Factorial design has several important features. First, it has great flexibility for exploring or enhancing the "signal" (treatment) in the study. Whenever the interest is in examining treatment variations, factorial designs are commonly used. Second, factorial designs are efficient. Instead of conducting a series of independent studies we can effectively combine these studies into one. Finally, factorial designs are the only effective way to examine interaction effects. The table 9.1 indicates the stages of research and the stages of implementation of the experiment are given in table 9.2.

Table 9.1 ***Stages of research design***

Phase One	(i) Selection of the variables (ii) Selection /Construction and validation of the tools to measure the selected variables (iii) Preparation of the Instructional Package (iv) Selection of the school for the experimental study
Phase Two	(i) Experimental tryout (ii) Administration of the Pretest (iii) Randomly assigning two treatment groups (iv) Administration of Intelligence test (v) Treatment to both the groups for 8 months (vi) Administration of the Posttest
Phase Three	(i) Statistical analysis of data (ii) Interpretation of data (iii) Writing the research report

Table 9.2 ***Diagrammatical representation of the Implementation of the Experiment***

Phase I	**Phase II**		**Phase III**	**Phase IV**	**Phase V**
Initial test measurement of control variables	**Formation of groups**		**Pretest**	**Treatment**	**Posttest**
R.P Gupta's Intelligence test	SCSH	AA	Emotional Intelligence Self Leadership Problem Solving Achievement Test	SCSH Standalone Lessons-26 Integrated Lessons-10	Emotional Intelligence Self Leadership Problem Solving Achievement Test
		A			
		BA			
	CI	AA	Emotional Intelligence Self Leadership Problem Solving Achievement Test	Conventional Instructions 26 lessons	Emotional Intelligence Self Leadership Problem Solving Achievement Test
		A			
		BA			

AA-Above Average, A-Average, BA-Below Average

Research design of the Study

Experimental design was adopted to conduct the research. To study the effect of independent variables on the dependent variables at different levels of intelligence, Two x Three (2x3) factorial design was the followed in the present study. The details of the Factorial design used in the present study are given in Table 1.1.

Table 9.3 ***Experimental Design-Factorial design- Diagrammatic representation***

Factor (F_B) Levels of Intelligence / Factor(F_A) Instructional Strategies	L_1 (Above Average)	L_2 (Average)	L_3 (Below Average)
Instructional Strategies based on Stephen Covey's Seven Habits. A1	X A1 B1 Y1 Y2 Y3Y4	X A1 B2 Y1 Y2 Y3Y4	X A1 B3 Y1 Y2 Y3Y4
Conventional Instructional Strategy A2	X A2 B1 Y1 Y2 Y3 Y4	X A2 B2 Y1 Y2 Y3Y4	X A2 B3 Y1 Y2 Y3Y4

NOTE: Y1: Emotional Intelligence

Y2: Self Leadership

Y3: Problem Solving

Y4: Academic Achievement

X : Pretest Achievement

10.0.0.0 Variables of the Study

In the present study, variable were determined after reviewing the past related literature. Independent variables and dependent variables play a vital role. The variables used in the study are diagrammatically presented in Table 10.0

Table: 10.0 ***The Variables used in the Study***

Independent Variables	Instructional Package based Stephen Covey Seven Habits (SCSH)
	Conventional Instruction (CI)
	Intelligence
Dependent Variables	Emotional Intelligence (EI)
	Self-Leadership (SL)
	Problem Solving (PS)
	Academic Achievement (AA)
	Achievement in Science
Co variable	Pretest

There are two types of variables: dependent and independent:

The independent variables are:

1. Instructional Package based on Stephen Covey Seven Habits of Highly Effective People (SCSH)
2. Conventional Instructions
3. Intelligence a) Above Average b) Average c) Below Average

The dependent variables are :

1. Emotional Intelligence (EI)
2. Self Leadership
3. Problem Solving
4. Academic Achievement
5. Achievement in Science

The covariate:

Pretest

11.0.0.0 Population and Sample of the Study

A population is generally a large collection of individuals or objects that is the main focus of a research. The population is the group consisting of all people to whom the researcher wishes to apply the findings. In the present study the investigator considered all the students studying in standard eight, nine and ten i.e., the students studying in 249 Secondary Schools of Udupi block of Udupi district of Karnataka State as the population of the study.

11.1.0.0 Sample of the study

A sample is the smallest proportion of the population, selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

In the present study, a representative sample of standard nine students were selected as they were considered to be in the early adolescent stage. This stage is a transition from childhood to adulthood is characterized by dramatic changes in identity, self-consciousness and cognitive flexibility (Rutter**&**Rutter, 1993). Hence the investigator considered standard eighth students to be the appropriate sample for the study.

Standard nine students of a randomly selected Secondary School in Udupi district of Karnataka state during the academic year 2017-18 formed the representative sample of the study. From a randomly selected school, two sections of standard nine consisting of ninety four were randomly assigned as an Experimental group and Control group. After matching the intelligence eighty students were considered for the study.

Table 11.0 ***Schematic representation of Sample used in the study***

Number of students 80					
Treatment group -1 Instructional Package on SCSH			Treatment group -2 Conventional Instructions		
AA (10)	A (20)	BA (10)	AA (10)	A (20)	BA (10)

12.0.0.0 Tools Used in the Study

The investigator used standardized and self-constructed tools to measure the variables of the study. The Table 3.5 contains the details of the tests used in the study.

Table 11.1*The details of Evaluation Tools used in this Study*

Sl. No.	Name of the Test	Name of the Authors/ Organisation	Measurement Variables
i	Wong and Law Emotional Intelligence	Wong and Law. (2002) (Standardized)	Emotional Intelligence
ii	Abbreviated Self leadership	Houghton et.al (2012) (Standardized)	Self Leadership
iii	Problem Solving	Constructed by Shetty& D'Souza (2017) and validated by experts in the field	Problem Solving Skills
iv	Academic Achievement Test (AAT)	Constructed by Shetty&D'Souza (2017) and validated by experts in the field	Academic Achievement in English, Science, Social Science and Mathematics
V	Achievement in Science	Constructed by Shetty&D' Souza (2017) and validated by experts in the field	Achievement in Biology, Chemistry and Physics
VI	Intelligence test for Indian Adolescents	R.P Gupta (1993)	Intelligence

13.0.0.0 Statistical Techniques Used in the Study

The hypothesis of the study was tested by making an analysis of the collected data with the help of following statistical techniques.

I. Descriptive Statistics:

Mean, Median, Standard Deviation

II. Inferential Statistics:

a) **ANCOVA:** Two way analysis of Covariance (ANCOVA) allows a researcher forexamining the effect of a categorical independent variable on dependent variables.

b) **Post Hoc Test:** Sheffe Post Hoc Test was used in order to identify the significant difference between the interaction effects of levels.

14.0.0.0 Delimitations of the Study

- The study was conducted only on standard nine students of a randomly selected school in Udupi district.
- The independent variables considered in the study were only two, Instructional Package based on Stephen Covey's Seven Habits and Conventional Instruction.
- The dependent variables assessed in the study were Emotional Intelligence, Self-Leadership, Problem Solving and Academic Achievement only.
- The self-constructed and validated tools were used for collecting data on Problem Solving, Academic Achievement and Achievement in Science due to time constraint it could not be standardized.
- The integrated lesson plans were limited to teaching of science only.

15.0.0.0 Analysis and Interpretation of Objectives

15.1.0.0 Analysis and Interpretation of Objective One

The first objective of the study framed was:

"To study the main and interaction effect of Instructional Strategies (SCSH and CI), levels of intelligence (Above Average (AA), Average (A) and Below average (BA) on the Emotional Intelligence of standard nine students of secondary school by taking pretest as covariate".

To test this objective, following null hypotheses were formulated:

H_0 1: There is no significant difference in the effect Instructional Strategies(SCSH & CI) on the mean scores of **Emotional Intelligence** of standard nine students of secondary school by taking pretest as covariate.

H_0 2: There is no significant difference in theeffect of levels of Intelligence (AA,A,BA) on the mean scores of **Emotional Intelligence**of standard nine students of secondary school by taking pretest as covariate.

Ho.3 There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on mean scores of**Emotional Intelligence**of standard nine students of secondary school by taking pretest as covariate.

Table 15.1 ANCOVA Summary of 2X3 Factorial Design for Emotional Intelligence

Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**P-value**	**Sign.**
Instructional Strategies (A)	621.419	1	621.419	14.55	.000	S
Level of Intelligence (B)	383.306	2	191.653	4.488	.015	S
AXB	55.652	2	27.826	.652	.524	NS
Error	3117.220	73	42.702			
Total	16736.00	80				

* P<0.05; Covariate: Pretest ;df: degrees of freedom

Findings related to objective one:

- The two instructional strategies (SCSH and CI) showed differential effects in improving the Emotional Intelligenceof standard nine students of secondary schoolby taking pretest as covariate.
- Instructional Package based on SCSH was significantly more effective than CI in improving Emotional Intelligence of secondary school studentsby taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect in improving Emotional Intelligence of standard nine students of secondary school by taking pretest as covariate.
- Above Average Intelligence Students' Emotional Intelligenceis significantly more compared to Average Intelligence Students irrespective of the Instructional strategies.

- Average Intelligence students' Emotional Intelligence is significantly more compared to Below Average Intelligence Students irrespective of the Instructional strategies by taking pretest as covariate.
- Above Average Intelligence Students'Emotional Intelligence is significantly more compared to Below Average Intelligence Students irrespective of the Instructional strategies by taking pretest as covariate.
- There is no significant interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence on the mean scores of Emotional Intelligence of standard nine students of secondary schoolby taking pretest as covariate.

15.2.0.0 Analysis and Interpretation of Specific Objective 1.1

In pursuance of the specific objectives on components of Emotional Intelligence the following hypotheses were framed:

H_0 4: There is no significant difference in the main effect of Instructional Strategies (SCSH & CI) on the mean scores of EI component - **Self Emotions Appraisal** of standard nine students of secondary school by taking pretest as the covariate.

H_0 5: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component - **Self Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

H_0 6: There is no interaction effect of Instructional Strategies (SCSH & CI) and levels of Intelligence(AA, A, BA) on the mean scores of EI component- **Self Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

Table 15.2 AVCOVA summary of 2X 3 Factorial Design for Self Emotions Appraisal

Source	Sum of Squares	df	Mean Square	F	Sig.	Significance
Instructional strategies A	18.657	1	18.657	9.945	.002	S
Level of Intelligence B	2.515	2	1.258	.670	.515	NS
AXB	9.960	2	4.980	2.655	.077	NS
Error	136.951	73	1.876			
Total	16940.000	80				
Corrected Total	1203.950	79				

- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving the EI component - **Self Emotions Appraisal**ofstandard nine students of secondary schoolby taking pretest as covariate.

- Levels of Intelligence (Above Average, Average and Below Average) do not have significant effect on improvingthe EI component - **Self Emotions Appraisal**ofstandard nine students of secondary schoolby taking pretest as covariate.
- There is no significant interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence on the EI component - **Self Emotions Appraisal**ofstandard nine students of secondary school by taking pretest as covariate.

15.3.0.0 Analysis and Interpretation of Specific Objective 1.2

In pursuance of the specific objectives on Emotional Intelligence component- Others Emotions Appraisal the following hypotheses were framed:

H_0 7: There is no significant difference in the main effect of Instructional Strategies (SCSH & CI) on the mean scores of EI component- O**thers Emotion Appraisal** of standard nine students of secondary school by taking pretest as covariate.

H_0 8: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component-O**thers Emotion Appraisal** of standard nine students of secondary school by taking pretest as covariate

H_0 9: There is no interaction effect of Instructional Strategies (SCSH & CI) and levels of Intelligence (AA,A,BA) on the mean scores of EI component-O**thers Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

Table 15.3 ANCOVA summary of 2 X 3 Factorial Design for Others Emotion Appraisal

Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**P Value**	**Significance**
Instructional strategies A	26.972	1	26.972	17.126	.000	S
Level of Intelligence B	45.027	2	22.514	14.295	.000	S
AXB	14.906	2	7.453	4.732	.012	S
Error	114.970	73	1.575			
Total	13126.00	80				

* P<0.05; Covariate: Pretest ;df: degrees of freedom

- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective on improving the EI component -**Others Emotions Appraisal**ofstandard nine students of secondary School by taking pretest as covariate.

. Levels of Intelligence (Above Average, Average and Below Average) have significant effect on the mean score the EI component - **Others Emotions Appraisal** of standard nine students of secondary school by taking pretest as covariate.

- Above Average Intelligence Students scored significantly better than the Average Intelligence students in the EI component -**Others Emotions Appraisal**irrespective of the Instructional strategiesby taking pretest as covariate.
- Average Intelligence Students scored significantly better than the Below Average Intelligence students in the EI component -**Others Emotions Appraisal** irrespective of the Instructional strategiesby taking pretest as covariate.
- Above Average Intelligence Students scored significantly better than the Below Average Intelligence students in the EI component -**Others Emotions Appraisal** irrespective of the Instructional strategiesby taking pretest as covariate.
- There is significant interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence on the EI component - **Others Emotions**

Appraisal of standard nine students of secondary school by taking pretest as covariate.

- The SCSH Above Average Intelligence students performed significantly better than the Average Intelligence students in the EI component namely **Others** E**motions Appraisal**.
- The CI Above Average, Average and Below Average Intelligence students did not differsignificantly in the EI component namely **Others** E**motions Appraisal**.
- The SCSH Above Average Intelligence students performed significantly better than the CI Above Average Intelligence students in the EI component namely **Others** E**motions Appraisal**.

15.4.0.0.Analysis and Interpretation of Specific Objective 1.3

In pursuance of the specific objectives on components of Emotional Intelligence the following hypotheses were framed:

H_0 10: There is no significant difference in the main effect of Instructional Strategies (SCSH & CI) on the mean scores of EI component- **Regulation of Emotions** of standard nine students of secondary school by taking pretest as covariate.

H_0 11: There is no significant difference in main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component - **Regulation of Emotions** of standard nine students of secondary school by taking pretest as covariate.

H_0 12: There is no interaction effect of Instructional Strategies (SCSH & CI) and the levels of Intelligence (AA, A, BA) on the mean scores of EI component- **Regulation of Emotions** of standard nine students of secondary school by taking pretest as covariate.

Table 15.4 ANCOVA summary of 2X 3 Factorial Design for Regulation of Emotions

Source	**Sum of Squares**	**df**	**Mean Square**	**F ratio**	**P value**	**Significance**
Instructionalstrategies A	198.750	1	198.750	77.100	.000	S
Level of IQ B	18.107	2	9.054	3.512	.003	S
AXB	4.521	2	2.260	.877	.420	NS
Error	188.180	73	2.578			
Total	7962.000	80				

- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving the EI component - **Regulation of Emotions** ofstandard nine students of a secondary schoolby taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect on improving the EI component - **Regulation of Emotions**of standard nine students of secondary school by taking pretest as covariate.
- Above Average Intelligence Students scored significantly better than the Average Intelligence Students inthe EI component - **Regulation of Emotions**irrespective of the Instructional strategies
- Average Intelligence Students scored significantly better than the Below Average Intelligence Students in the EI component - **Regulation of Emotions**irrespective of the Instructional strategies

- Above Average Intelligence Students scored significantly better than the Below Average Intelligence Students in the EI component - **Regulation of Emotions**irrespective of the Instructional strategies.

15.5.0.0. Analysis and Interpretation of Specific Objective 1.4

In pursuance of the specific objectives on Emotional Intelligence component- Use of Emotions the following hypotheses were framed:

H_0 13: There is no significant difference in the main effect of Instructional Strategies (SCSH & C I) on the mean scores of EI component- **Use of Emotions** of standard nine students of secondary school by taking Pretest as covariate.

H_0 14: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of EI component- **Use of Emotions** of standard nine students of secondary school by taking pretest as covariate.

H_0 15: There is no interaction effect of Instructional Strategies (SCSH & CI), levels of Intelligence (AA, A, BA) on the mean scores of EI component- **Use of Emotions** of standard nine students of secondary school by taking pretest as covariate.

Table 15.5 ANCOVA summary of 2X 3 Factorial Design for Use of Emotions

Source	**Sum of Squares (SS)**	**df**	**Mean of SS**	**F ratio**	**P value.**	**Significance**
Instructional strategies A	5.921	1	5.921	.268	.606	NS
Levels of Intelligence B	156.097	2	78.048	3.534	.003	S
AXB	51.120	2	25.560	1.157	.320	NS
Error	1612.183	73	22.085			
Total	8161.000	80				

The results of the Analysis of specific objectives on Components of Emotional Intelligence are as follows:

- Instructional Package based on Stephen Covey's Seven Habits was not significantly effective in improvingthe EI component - **Use of Emotions** of Standard Nine Students of a Secondary School with different levels of Intelligence by taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect on improvingthe EI component - **Use of Emotions** of standard nine students of secondary school by taking pretest achievement as covariate.
- Above Average Intelligence Students scored significantly better than the Average Intelligence Students in the EI component - **Use of Emotions** irrespective of the Instructional strategies

- Average Intelligence Students scored significantly better than the Below Average Intelligence Students in the EI component - **Use of Emotions**irrespective of the Instructional strategies
- Above Average Intelligence Students scored significantly better than the Below Average Intelligence Students in the EI component - **Use of Emotions**irrespective of the Instructional strategies
- There is no significant interaction effect of Instructional strategies (SCSH and CI) and Levels of Intelligence on the EI component - **Use of Emotions**of standard nine students of secondary school by taking pretest as covariate.

15.6.0.0 Analysis and Interpretation of Objective Two

The second objective framed was:

"To study the main and interaction effects of Instructional Strategies (SCSH and CI)and levels of intelligence (Above Average (AA) , Average (A) and Below average (BA)) on Self Leadership on standard nine students of secondary school by taking pretest as covariate."

To test this objective, following hypotheses were formulated:

H_0 16: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) onthe mean scores of **Self Leadership**of standard nine students of secondary schoolby taking pretest as covariate.

H_0 17: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Self Leadership**ofstandard nine students of secondary by taking pretest as covariate.

H_0 18: There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of**Self Leadership**of standard nine students of secondary school by taking pretest as covariate.

Table 15.6 ANCOVA Summary of 2X3 Factorial Design for Self-Leadership

Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**P value**	**Significance**
Instructional Strategies (A)	554.596	1	554.596	28.14	.000	S
Level of Intelligence (B)	91.814	2	45.907	2.330	.104	NS
AXB	63.103	2	31.552	1.601	.209	NS
Error	1438.310	73	19.703			
Total	83719.00	80				

The results of the analysis of objective three were as follows:

- The two instructional Methods (SCSH and CI) showed differential effects in improving the **Self Leadership**of standard nine students of secondary schoolby taking pretest as covariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving**Self Leadership**of standard nine students of secondary school by taking pretest as covariate.

- Levels of Intelligence (Above Average, Average and Below Average) did not have significant effect on improving the **Self Leadership**of standard nine students of secondary school by irrespective of the instructional strategies by taking pretest as covariate.
- There is no significant interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence on **Self Leadership**of standard nine students of secondary school by taking pretest as covariate.

15.7.0.0 Analysis and Interpretation of Objective Three

The third objective framed was:

"To study the main and interaction effects of Instructional Strategies (SCSH and CI)and levels of intelligence (Above Average (AA) , Average (A) and Below average (BA) on Problem Solving of standard nine student of secondary school by taking pretest as covariate."

To test this objective, following hypotheses were formulated:

H_0 19: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

H_0 20: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

H_0 21: There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

Table 15.7 ANCOVA summary of 2X 3 Factorial Design forProblem Solving

Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**P value**	**Sign**
Instructional Strategies (A)	259.875	1	259.875	57.244	.000	S
Level of Intelligence (B)	123.524	2	61.762	13.605	.000	S
AXB	24.546	2	12.273	2.703	.074	NS
Error	331.406	73	4.540			
Total	67730.0	80				

The results of the analysis of objective four were as follows:

- The two instructional Methods (SCSH and CI) showed differential effects in improving the **Problem solving of** standard nine students of secondary school by taking pretest as covariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving the **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect in improving the **Problem Solving** of standard nine students of secondary school irrespective of the Instructional Strategies by taking pretest as covariate.

- Above Average Intelligence Students performed significantly better than the Average Intelligence students in **Problem Solving** irrespective of the Instructional strategies.
- Average Intelligence Students performed significantly better than the Below Average Intelligence students in **Problem Solving** irrespective of the Instructional strategies.
- Above Average Intelligence Students performed significantly better than the Below Average Intelligence students in **Problem Solving** irrespective of the Instructional strategies.
- There is no significant interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence on the **Problem Solving** of standard nine students of secondary school by taking pretest as covariate.

15.8.0.0 Analysis and Interpretation of Specific Objective 3.1

In pursuance of the specific objective one on Problem Solving (PS) components the following hypotheses were framed:

H_0 22: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of PS **components of Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.

H_0 23: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of PS **components of Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.

H_0 24: There is no significant interaction in effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA,A,BA) on the mean scores of PS **components of**

Problem Orientation of standard nine students of secondary school by taking pretest as covariate.

Table 15.8 ANCOVA summary of 2X 3 Factorial Design for Problem Orientation

Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**P value**	**Significance**
Instructional Strategies (A)	51.950	1	51.95	34.89	.000	S
Level of IQ (B)	11.019	2	5.510	3.701	.029	S
AXB	.810	2	.405	.272	.763	NS
Error	108.678	73	1.489			
Total	11507.000	80				

Result of Analysis of specific objective 4.1

- The two instructional strategies (SCSH and CI) showed differential effects on improving the **Problem Orientation** of secondary school students by taking pretest as covariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving the **Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect in improving the **Problem Orientation**of standard nine students of secondary school by taking pretest as covariate.
- Above Average Intelligence Students scored significantly better than the Average Intelligence Students in the **Problem Orientation** irrespective of the Instructional strategies.

- Average Intelligence Students scored significantly better than the Below Average Intelligence Students in the **Problem Orientation** irrespective of the Instructional strategies.
- Above Average Intelligence Students scored significantly better than the Average Intelligence Students in the **Problem Orientation** irrespective of the Instructional strategies
- There is no significant interaction effect of Instructional strategies (SCSH and CI) and Levels of Intelligence on the **Problem Orientation** of standard nine students of secondary school by taking pretest as covariate.

15.9.0.0 Analysis and Interpretation of Specific Objective 3.2

In pursuance of the specific objectives on Problem Solving components of Problem Solving Styles the following hypotheses were framed:

H_0 25: There is no significant difference in main effect of Instructional Strategies (SCSH and CI) on the mean scores of PS **components- Problem Solving Style** of standard nine students of secondary school by taking pretest as the covariate.

H_0 26: There is no significant difference in the main effect of levels of Intelligence (AA, A, BA) on the mean scores of PS **components- Problem Solving Style** of standard nine students of secondary school by taking pretest as covariate.

H_0 27: There is no significant interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of PS **components Problem Solving Style** of standard nine students of secondary school by taking pretest as the covariate.

Table 15.9 ANCOVA Summary of 2X 3 Factorial Design Problem Solving Style.

Source	Sum of Squares	df	Mean Square	F	P Value	Significance
Instructional strategies(A)	60.275	1	60.275	23.286	.000	S
Level of Intelligence (B)	114.889	2	57.445	22.192	.000	S
AXB	11.038	2	5.519	2.132	.126	NS
Error	188.959	73	2.588			
Total	25995.0	80				

Result of Analysis of specific objective 3.2

- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving the **Problem Solving Styles**of standard nine students of secondary school by taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect on improving the **Problem Solving Styles** of standard nine students of a secondary school by taking pretest as covariate.
- Above Average Intelligence Students performed significantly better than the Average Intelligence students in **Problem Solving Styles** irrespective of Instructional strategies.
- Average Intelligence Students performed significantly better than the Below Average Intelligence students in **Problem Solving Styles** irrespective of Instructional strategies.

- Above Average Intelligence Students performed significantly better than the Below Average Intelligence students in **Problem Solving Styles** irrespective of Instructional strategies.
- There is no significant interaction effect of Instructional strategies (SCSH and CI)and levels of Intelligence on the **Problem Solving Styles** of standard nine students of secondary school by taking pretest as covariate.

16.1.0.0 Analysis and Interpretation of Objective Four

The fifth objective framed was:

"To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of intelligence (Above Average (AA), Average (A) and Below average (BA) on Academic Achievement of standard nine students of secondary school by taking pretest as covariate."

To test this objective, following hypotheses were formulated:

H_0 28: There is no significant difference in the main effect of Instructional Strategies (SCSH and CI) on the mean scores of Academic Achievementof standard nine students of secondary school by taking pretest as covariate.

H_0 29: There is no significant difference in the main effect of levels of Intelligence (AA,A,BA) on the mean scores of Academic Achievementof standard nine students of secondary school by taking pretest as covariate.

H_0 30.There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of Academic Achievement of standard nine students of secondary school by taking pretest as covariate.

Table 15.10 ANCOVA Summary of 2X3 Factorial Design for Academic Achievement

Source	Sum of Squares	df	Mean Square	F	P Value	Significance
Instructional strategies(A)	5135.25	1	5135.25	67.66	.000	S
Level of Intelligence (B)	5307.23	2	2653.61	34.96	.000	S
AXB	622.740	2	311.370	4.103	.020	S
Error	5540.35	73	75.895			
Total	540089.	80				

The results of the analysis of objective four were as follows:

- The two instructional strategies (SCSH and CI) showed differential effects in improving the Academic Achievementof standard nine students of secondary school by taking pretest ascovariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving Academic Achievementof standard nine students of secondary school by taking pretest as covariate.
- Levels of Intelligence (Above Average, Average and Below Average) have significant effect in improving AcademicAchievementof standard nine students of secondary school by taking pretest as covariate.
- Above Average Intelligence Students scored significantly better than the Average Intelligence students inAcademic Achievement irrespective of Instructional strategies.

- Average Intelligence Students scored significantly better than the Below Average Intelligence studentsin Academic Achievement irrespective of Instructional strategies.
- Above Average Intelligence Students scored significantly better than the Below Average students in Academic Achievement irrespective of Instructional strategies.
- There is significant interaction effect of Instructional strategies and levels of Intelligence on Academic Achievementofstandard nine students of secondary school by taking pretest as covariate.
- SCSH is more effective for average students while CI is more effective for Above Average intelligence students.

16.2.0.0. Analysis and Interpretation of Objective 5

The fifth objective framed was:

"To study the main and interaction effects of Instructional Strategies (SCSH and CI) and levels of intelligence (Above Average (AA), Average (A) and Below average (BA) Achievement in Science of standard nine students of secondary school by taking pretest as covariate".

To test this objective, following hypotheses were formulated:

H_0 31: There is no significant difference in the effect of Instructional Strategies (SCSH and CI) on mean scores of Achievement in Science of standard nine students of a secondary school by taking pretest covariate.

H_0 32: There is no significant main effect of levels of Intelligence (AA, A, BA) on the mean scores of Achievement in Science of standard nine students of secondary school by taking pretest as covariate.

H_0 33:There is no interaction effect of Instructional strategies (SCSH and CI) and levels of Intelligence (AA, A, BA) on the mean scores of Achievement in Science of standard nine students of secondary school by taking pretest as covariate.

Table 15.11 ANCOVA Summary of 2X3 Factorial Design for Achievement in Science.

Source	**Sum of Squares**	**df**	**Mean Square**	**F ratio**	**Sig.**
Instructional strategies (A)	717.221	1	717.221	131.790	S
Levels of IQ (B)	11.488	2	5.744	1.055	NS
(A X B)	21.57	2	10.788	1.982	NS
Error	397.27	73	5.442		
Total	435346.00	80			

The results of analysis of objective five were as follows:

- The two instructional Methods (SCSH and CI) showed differential effects in improving the Academic Achievement of standard nine students of secondary school by taking pretest as covariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective in improving Achievement in Science of standard nine students of secondaryschool by taking pretest as covariate.

- Levels of Intelligence (Above Average, Average and Below Average) did not have significant effect in improving Achievement in Science standard nine students of secondary school by taking pretest as covariate.
- There is no significant interaction effect of Instructional strategies and levels of Intelligence on Achievement in Science of standard nine students of secondary school by taking pretest as covariate.

17.0.0.0 Major Findings of the Study

The major findings of the study, collectively put together, are as follows:

The major findings of General Objectives are as follows:

- The two Instructional Strategies (Instructional Package based on Stephen Covey's Seven Habits and Conventional Instruction) differed in their effects in improving Emotional Intelligence, Self Leadership, Problem Solving, Academic Achievement and Achievement in Science among the standard nine students of secondary school by taking pretest as covariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective than Conventional Instruction in improving Emotional Intelligence, Self Leadership, Problem Solving, Academic Achievement and Achievement in Science of standard nine students of secondary school by taking pretest as covariate.
- Levels of Intelligence of secondary school students have significant effect on improving Emotional Intelligence, Problem Solving and Academic Achievement irrespective of instructional strategies.

- Levels of Intelligence of secondary school students have did not have significant effect on improving Self Leadership and Achievement in Scienceirrespective of instructional strategies.
- There is no significant interaction effect of Instructional Strategies (SCSH and CI) and Levels of Intelligence on Emotional Intelligence, Self Leadership, Problem Solving and Achievement in Science of standard nine students of secondary school by taking pretest as covariate.
- There is significant interaction effect of Instructional Strategies (SCSH and CI) and Levels of Intelligence on Academic Achievementof standard nine students of secondary school by taking pretest as covariate.

The major findings of Specific Objectives are as follows:

- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective than Conventional Instruction in improving all the components of Emotional Intelligence namely 'Self Emotion Appraisal', 'Others Emotions Appraisal' and 'Regulation of Emotions' except 'Use of Emotions' of standard nine students of secondary school by taking pretest as covariate.
- Instructional Package based on Stephen Covey's Seven Habits was significantly more effective than Conventional Instruction in improving all the components of Problem Solving namely Problem Orientation and Problem Solving Styles of standard nine students of secondary school by taking pretest as covariate.
- Levels of Intelligence of secondary school students have significant effect on improving all Emotional Intelligence components,except Self Emotions Appraisal irrespective of instructional strategies.

- Levels of Intelligence of secondary school students have significant effect on improving both the components of Problem Solving namely problem orientation and Problem solving stylesirrespective of instructional strategies.
- There is no significant interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence on Emotional Intelligence component namely Self-Emotions Appraisal, Regulation of Emotions and Use of Emotions by taking pretest as covariate.
- There is significant interaction effect of Instructional Strategies (SCSH and CI) and levels of Intelligence on Emotional Intelligence component namely Others' Emotions Appraisal by taking pretest as covariate.
- The Above Average SCSH group performed significantly better with respect to Others Emotions Appraisal; and Above Average intelligence student of SCSH performed better than the Above Average Intelligence Students of CI by taking pretest as covariate.
- There is no significant interaction effect of Instructional Strategies and levels of Intelligence on components of Problem Solving namely Problem Orientation and Problem Solving Styles of standard nine students of secondary school by taking pretest as covariate.

18.0.0.0 Educational Implications of the Study

Implications to School Education

- The Instructional Package based on SCSH was found to be effective in developing Emotional Intelligence among secondary school students; hence this can be adopted by all the schools to develop Emotional Intelligence of secondary school students.

- The growing research base indicates that Emotional intelligence is equally if not more important than Intelligence Quotient for students' overall wellbeing. As this instructional package was found to be effective in enhancing the Emotional Intelligence in average intelligence students, it could be used in schools to improve Emotional Intelligence of average intelligence group of students, who form the major population in the schools.
- The Instructional Package based on SCSH was found to be effective in improving the components of the Emotional Intelligence like Self emotional appraisal (H1: Be Proactive) in students of different levels of Intelligence. Self awareness or the Self emotional appraisal is the pre-requisite of developing emotional Intelligence hence should be incorporated in the beginning of the academic year.
- The ability to identify others emotions (Others' emotion appraisal) is enhanced by habit 5: Seek first to understand and then to be understood. This skill is required to improve the interpersonal relationship which is required for effective teamwork. This package can be should be taught to the secondary school students to improve cooperation while working in groups and collaborativelearning
- Adolescence is the age when the hormones are raging and the students have difficulty in controlling their anger, they buckle under peer pressure. The result shows that SCSH can be used to train students in Regulation of emotions (The first three Habits- Be Proactive, Begin with end in mind and First thing first).
- The emotions can be used for achieving personal goals. The present study indicated that one year is not sufficient to train the students in 'use of emotions' so the SCSH should be taught for three to five years to yield the desired result.
- Thus SCSH can be used effectively to train secondary students of different levels of Intelligence in enhancing Self Emotion Appraisal & Regulation of Emotions using

Habit 1: Be Proactive, and Others Emotional Appraisal using Habit 5: Seek First to Understand then to be understood..

- Self Leadership is a part of self development. The Self-leadership of the students can be enhanced through SCSH (Habit -1 Habit-2 and Habit 3). One of the major goals of school education is to develop leadership qualities among the students. The effective leadership begins with self-leadership, which can be developed through SCSH, so it should be taught in schools
- It is the common notion of the schools that only students with high Intelligence can be good leaders but the result indicated SCSH can be used to develop Self leadership among students of all the levels of Intelligence. Thus schools should adopt SCSH to develop Self leadership among all the students irrespective of their intelligence level.
- Self leadership is essential for successful completion of individual task as well as group assignments. The students who are trained with SCSH can enhance their Self leadership qualities which will not only help the students to perform well in school but even in future as it becomes a habit.
- The result indicated that the students trained with SCSH learn the Self leadership strategies like: to set goal, visualize the successful performance, use cognitive as well as behavioural strategies to motivate themselves with intrinsic rewards. SCSH should be introduced in school to and develop the habit of reviewing and enhancing personal performance using Self leadership strategies.
- The SCSH helps students to take leadership for their actions and become more proactive. Instead of being reactive or blaming others for their failures or the shortcoming, the proactive students will think what they can do about it and put their thoughts and efforts to work on the things under their control and thus expand the

circle of influence. So student should be taught SCSH to enhance their leadership using principle of Habit 1, 'Be proactive'.

- The SCSH help the students to shrink the circle of concern that is the things beyond their control by thinking proactively on what they can do about the global issues instead of adopting reactive demeanor and just worrying about it. Thus SCSH should be taught to the students to take leadership for things under their control rather than wasting time on things that are not under their control. This will boost students' confidence and reduce frustration.
- Self leadership can developed with SCSH as it helps students to adopt the Principles of self awareness, will power, power of choice and imagination. So SCSH can be taught to the secondary students to enhance principle centered leadership.
- SCSH improves the Self leadership using inside-out approach making the students confident, more responsible by proactive nature. Thus to improve students confidence and ability to take responsibility, SCSH should be taught in the secondary schools.
- PISA (Pupils International Standard Assessment) assess students creative and collaborative problem solving skills. SCSH was found to be effective in developing problem solving in secondary school students. Thus schools should train students with SCSH to improve students' interpersonal, intrapersonal and creative problem solving skills (Habit 1, Habit 5 and Habit 6).
- SCSH was found to improve problem orientation (Habit 1) in students. The students are encouraged to adopt positive problem orientation and discard the negative and dysfunctional problem orientation. So SCSH should be adopted at school level to train students with positive and functional problem orientation.

- Problem solving style was also found to be improved with SCSH, so it should be incorporated in secondary schools to teach students rational problem solving (H1, H3, H5, H6, and H7) and give up avoidance or impulsive problem solving style.
- The first three habits, 'Be proactive' (take initiative in study), 'Begin with end in mind'(have study goal) and 'First things first' (time management) are responsible for forming good study habits and thereby improve Academic Achievement in students . Use of SCSH (H1, H2 & H3) in school should be encouraged to enhance academic performance.
- SCSH was found to be effective in improving Achievement in Science irrespective of levels of Intelligence as the instructional package (Habit 2 and Habit 3) provided the scope to form healthy study habits by following daily plan, weekly plan, monthly plan and annual plan. SCSH should be introduced in secondary schools to enhance students' achievement in science.
- The School leaders and decision makers need to be familiar with the new strategies to incorporate SCSH into school curriculum and thus reschedule the timetable to make it feasible to be used in school settings.

Implications to Teacher Education

- The present study has revealed that the SCSH can be systematically integrated into to the school scholastics. It can be used across various disciplines and hence its inclusion in the teacher education curriculum will be a major step in making its application possible.
- Attempts should be made to incorporate lesson plans and observation schedules to practice SCSH in BED and DEd curriculum. This will enable the 21st century teachers to become facilitators of knowledge and skills of Emotional Intelligence,

Self leadership, Problem solving in the students as envisioned by NCF 2005 and NEP 2020.

- The innovations and researches done in the Teacher Education institutions have a direct bearing on the schools. Hence seminars and workshops for pre-service and in-service teachersshould be organized to disseminate the findings of the Instructional Package based on SCSH strategies which can enhance Emotional Intelligence, Self-Leadership, Problem Solving and Academic Achievement.
- Institutions for Teacher Education need to give priority to the training of the teachers in the theories of SCSH and the framework to integrate the habits of leadership into day today teaching learning process.
- How teacher views a problem has direct impact on students' problem orientation and problem solving style so training teachers about the integration of Social problem solving theory in classroom transaction will help students to shift from dysfunctional to positive problem orientation and thereby improve the rational problem solving skills.
- The basic knowledge of Emotional intelligence and its components will go a long way in improving the emotional intelligence of teachers which in turn will improve the emotional wellbeing of the students.
- The Instructional package based on SCSH will act as stimulus package to equip teachers with strategies to enhance the academic achievement of students which is the basic goal of teaching.
- A teacher trained in using SCSH will improve personal effectiveness as well professional effectiveness and this will lead to improved school climate and organizational effectiveness.

Implications to in Service Education & Training

- The government agencies like DIET, BRC should take the initiative to organize training programmes for the in-service secondary school teachers to acquaint them with the Instructional Package based on Stephen Covey's Seven Habits.
- To integrate SCSH in classroom setting, training sessions can be done in the form of short-term workshops so that teachers may have fresh experience of designing the study materials on the concept of the subject concerned in order to improve emotional intelligence, problem solving self-leadership and academic achievement in students of all the levels of intelligence.
- The teachers need to be exposed to the designing and teaching of standalone as well as integrated lessons with SCSH strategies along with the regular practice in teaching.
- In-service teachers training in use of SCSH will give a big boost to the overall changes required to adopt the NEP (2020) at grassroots level. The teachers are the change makers they can start the chain of change in the school by training or influencing all the stakeholders of the institution with the basic concepts of SCSH in terms of common vocabulary.

19.0.0.0 Suggestions for Further Studies

There is a lot of scope for future research in the present study:

- The Instructional Package based on Stephen Covey's Seven Habits can be tested for its effectiveness on students of pre-primary, primary, middle school and higher education levels.
- The Instructional package based on SCSH can be tested on a larger sample size.

- A similar study can be conducted using different classificatory variables like self-esteem, pre-achievements test, learning styles etc.
- Further in-depth study can be conducted for analyzing each individual components of Self Leadership.
- The study could be extended to ascertain the effect of SCSH on Academic Achievement with respect to remembering, understanding, applying, analyzing, evaluating and creating.
- The result could be further analyzed to study the impact of SCSH on Academic Achievement in other subjects like English, Social Science and Mathematics.
- The result can be subjected to further analysis using different statistical techniques likes MANOVA and Multiple regressions
- SCSH can be tested for its effectiveness on other variable like study habits, social skills, gender, duration (long term/short term) and locality (urban, rural, semi urban).
- Similar experiments can be conducted to study the development, sustenance and measurement of seven habits among the secondary school students.
- Similar experiments can be conducted in the field of special education to enrich the learning of special students.
- A research on application of SCSH can be conducted in the field school for students' guidanceand counseling to address the behavioral issues.
- Similar instructional packages based on SCSH can be integrated in other subjects of the school curriculum.

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